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ABSTRACT

Presented is the final report of a Virginia Commonwealth University cooperative program to develop an elementary level special education practicum for preservice teachers in a rural setting. Presented for each of the phases (organizational phase, pilot programing phase, extension of the pilot programing phase, and the prototype program phase) is information on project personnel, objectives, procedures, results, and budget. Included in the final report are such items as job descriptions, time lines and activity charts, definitions of handicapping conditions, lists of program objectives (such as community involvement, disability identification, inservice education, curriculum improvement, and student involvement), descriptions of staff participation in the rural school district, number and characteristics of the children served, and program objectives and activities for each area of speciality (such as mental retardation, emotional disturbance, and learning disabilities). It is concluded that the program provided effective practicum experience for students and increased achievement of the children. Appendixes include vitae of personnel; the Virginia state certification requirements for the areas of mental retardation, emotionally disturbed and learning disabilities; various forms; sample pages from project files; and agendas of various seminars and workshops. (DB)

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COOPERATIVE UNIVERSITY-SCHOOL DIVISION SPECIAL EDUCATION PRACTICUM LABORATORY IN A RURAL SETTING

FINAL REPORT

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August 1973

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Table of Contents

Foreward i

Introduction 1

Phase I - Organizational Phase 3

  Project Personnel 3

  Objectives 7

  Procedures 7

  Results 11

  Budget 15

Phase II - Pilot Programming 18

  Project Personnel 19

  Objectives 19

  Procedures 19

  Budget 23

  Results Pupils served 25

Phase II Extension 31

  Project Personnel 31

  Objectives 35

  Procedures 35

  Program and Results 38

  Budget 48

Phase III - Prototype Program 51

  Project Personnel 51

  Objectives Philosophy 55

    Objectives 56

    Competencies 59

Procedures 77
Results 94
Budget 97
Evaluation 97
Implications 100
Appendixes 102

Foreward

Virginia Commonwealth University (VCU) is one of Virginia's newest and largest universities. Its creation, effective in fiscal year 1968, was the result of legislation joining the former Richmond Professional Institute and the Medical College of Virginia. As a coeducational, state supported urban institution, it has a broad range of undergraduate, graduate and professional programs with one of the largest and most comprehensive medical centers on the east coast.

The university has two divisions although organizationally it operates as one institution with two campuses. The Academic Campus, located just west of downtown Richmond, offers undergraduate and graduate programs in a variety of instructional areas. Enrollment (1973) includes approximately 15,000 students in six schools: the Arts, Arts and Sciences, Business, Community Service, Education and Social Work.

The Health Sciences Division (MCV) adjoining the central business district, is two miles east of the Academic Campus. Approximately 2,100 students are enrolled in six schools: Allied Health Professions, Basic Sciences and Graduate Studies, Dentistry, Medicine, Nursing and Pharmacy. Full-time faculty number about 600 with an almost equal number of clinical part-time appointments. In addition almost 400 interns and residents on the housestaff are receiving graduate and medical education here.

Powhatan County lies west of Richmond. Its county seat is 31 miles from the Academic Campus of VCU. Its population in 1973 was approximately 7,826. Primarily an area of large farms, many of which were inactive, the county had no industry except one small saw mill. Also there was no hospital, clinic or medical service other than that offered through Public Health Service and one local physician. There was no dentist.

In 1968-69 the total school enrollment was 1,395. Because of its level of poverty, the system has been included in the target school program since its inception. There was no psychologist, remedial reading teacher or other services for children with special education needs. Tax revenues were limited as a result of low farm income, lack of industry and sparse population. There was a high proportion of adults within the county with less than a high school education.

The public school system is comprised of three fully integrated schools, Lower (grades 1-4) Middle (grades 5-8) and High (grades 9-12). Despite their size and relative poverty, the Powhatan schools have made a commitment to educational technology fully commensurate with their resources. Available federal and state funds have been vigorously sought and carefully expended. The schools have adequate audio visual equipment and have complete facilities for receiving and using local educational television programs. The salary scale is competitive with other nearby school systems. A low rate of teacher turnover has provided maximum benefit of in-service training and other improvement efforts.

FINAL REPORT

COOPERATIVE UNIVERSITY SCHOOL DIVISION PLANNING TO DEVELOP A SPECIAL EDUCATION PRACTICUM IN A RURAL SETTING

INTRODUCTION

From its beginning the Department of Special Education at Virginia Commonwealth University has been concerned with quality preparation of students planning to teach handicapped children; however, the traditional design in program offerings has not provided for individual differences in work experience or learning styles among college students nor has it provided a choice of geographic settings for practicum experiences. Because many students in the special education program are from rural backgrounds and expect to teach in areas whose population and problems are quite dissimilar to those encountered in the urban setting, an alternate plan for a field-based program was developed and funded by the Department of Health, Education and Welfare, U. S. Office of Education, Bureau of Education for the Handicapped, Division of Teacher Education. Although this final report is primarily concerned with those portions of the program funded under Special Project Grants OEG-0-70-4817 and OEG 0-71-4144, references will be made to earlier goals and activities which contributed heavily to the later accomplishments.

The primary objective of the project was to develop a plan for implementing the establishment of a comprehensive special education practica in a rural setting jointly organized, administered, supervised, and evaluated by Virginia Commonwealth University, Richmond, Virginia and the Powhatan School Division, Powhatan, Virginia. Related objectives included:

1. To develop the rationale for providing special education students with extensive and effective involvement in a rural program of special and remedial education which is jointly organized and operated by a local school system and a university.

2. To provide an overall plan for the implementation of those special and remedial services which after careful study, is is felt should be available if effective cooperative practica are to be offered.

3. To develop administrative, supervisory, curricular, evaluative, and other procedures essential to the cooperative organization and operation of a rural special education practica.

4. To mobilize, in Powhatan County and its environs, those existing school and community resources which are related to the implementation of a special education practicum program.

5. To stimulate, in Powhatan County and its environs, those new services and resources which are required to effectively operate a practica.

6. To determine which procedures, and program, will be most useful in providing the present teaching staff of the Powhatan Schools with the knowledge, skills and attitude changes necessary to develop effective programs of individualized instruction for use in providing special and remedial instruction in their own classrooms.

7. To investigate the need to provide the present Powhatan teaching staff with assistance to help them accept, reinforce, and use most effectively any administrative, organizational, instructional or other changes suggested by the careful study of the County's exceptional children and their educational needs.

8. To develop the model of a unversity task force of faculty members and consultants from several professional fields who will provide essential special education services which could not be performed effectively, or efficiently by a rural school system of the type represented in the project. Therefore, the project may provide a model for developing special education programs in rural, sparsely settled school divisions.

9. To determine the type and extent of screening services necessary for the identification of those students who require special education programs of a developmental and/or remedial nature in a rural school setting.

10. To offer pilot programs and services which will allow the testing and evaluation of theoretical and practical elements that are vital to the establishment of practicum experiences in a rural school setting.

Referred to now as the V.C.U.-Powhatan Project, it has developed through three phases as identified in Table I.

TABLE I

PROGRAM DEVELOPMENT PHASES

FY	Phase	Program Type	Federal Contribution	Non-Federal Contribution*
1969-70	I	Organizational	$97,400.00	$12,900.00
1970-71	II	Pilot Programming	$110,000.00	$10,400.00
1971-72	II	Extension	$37,314.00	$51,700.00
1972-73	III	Prototype	$40,000.00	$50,300.00

* Approximations

PHASE I - ORGANIZATIONAL PHASE

Phase I Organizational Program
Project Personnel

The project personnel in the initial year included the following:

Co-Directors (2)
Project Administrator (1)
Field Coordinator (1/2 time)
University Coordinator (1/2 time)
Chief Consultant

Task Force:	Administration	Continuing
	Curriculum	Continuing
	Diagnostic Teaching	Phase I
	Psychological Services (testing and counseling)	Continuing
	Social Work	Continuing
	Rehabilitation Counseling	Continuing
	Recreation	Continuing
	Remedial Reading	Continuing
	Speech Correction	Continuing
	Mental Retardation	Continuing
	Emotional Disturbance	Continuing
	Physical Handicaps	Phase I
	Homebound	Phase I
	Neurological Problems	Phase I
	Community Organization and Planning	Phase I
	Health Services	Continuing
	Occupational Therapy	Continuing
	Media Usage	Continuing

Secretarial Staff (2) full time
Data Manager (1) full time

Personnel responsibilities and positions expectations have been as follows:

Co-Directors:

Duties: The co-directors will be responsible for setting overall policy for the execution of the planning grant, for hiring an administrator, for establishing an advisory board, for constantly reviewing the project's progress, and for serving as the main liaison officers between the project and institutions they represent. The co-directors will have final responsibility for all policy decisions concerning the project.

Howard L. Sparks - Director of Special Education, Virginia Commonwealth University, Richmond, Virginia

Thomas R. Miller - Principal, Powhatan High School, Powhatan, Virginia

Project Administrator:

Education: Should hold a doctorate or be near receiving same in an approved program. Special Education major will be preferred. An administration major with heavy special education experience and training will be considered. Project Administrator will be appointed to the faculty of the School of Education in the Department of Special Education.

Experience: Should have at least three years of classroom teaching experience in special education, preferably in a rural or semi-rural area. Experience must include some previous administrative or supervisory work.

Duties: The director will be responsible for hiring all staff, for setting up project procedures, for planning a data gathering and analysis system, for initiating community and in-service activities, for supervising the activities of the co-directors, for calling and chairing the meetings of the advisory board and for all related administrative activity. The director will have final responsibility for all operational decisions concerning the project and shall not, except in extraordinary circumstances, be subject to review or reversal of such decisions. He will be the chief liason officer with existing community groups and be responsible for stimulating new community support facilities. He will be responsible for preparing the prototype application and for developing new proposals suggested by planning activities.

University Coordinator (1/2 time)

Education: Work in supervision and special education beyond the masters degree. Should have training in group dynamics and have course work in several disability areas.

Experience: Should have at least three years of experience in special education and preferably should be an established faculty member of Virginia Commonwealth University. Experience on rehabilitation, medical, or other interdisciplinary team will be most helpful as will previous work in supervisory capacity. Experience in rural schools will be looked upon favorably.

Duties: Will work with the director to task force members. Will work with director and field coordinator to select remedial and pilot teachers. Will aid field coordinator to establish criteria for selecting critic teachers and others involved in working with students in various phases of the practice. Will assist task force members in selecting and certifying students for practica experiences. Will coordinate overall supervision of practica students. Will coordinate task force activities relating to the analysis and distribution of data. Will establish procedures for assuring that students meet practica responsibilities. Will be responsible for making practica opportunities known to University faculty and students. Will assist field coordinator in setting up in-service program and in evaluating its results.

Field Coordinator (1/2 time):

Education: Work in supervision and community-school relations beyond the masters degree. Should be well versed in remedial education procedures and have basic knowledge of special education.

Experience: Prefer a teacher or administrator who knows and is known in Powhatan County. Should have at least three years general classroom experience and have a school assignment that allows flexibility of scheduling. Experience in Special Education will be most helpful. Should have record of deep and constant involvement with people. Should have a strong background in rural education.

Duties: Responsible with the University Coordinator for selecting critic teachers and others who will work in the practica. Will assist in selection of remedial and pilot teachers. Will coordinate community phase of the project and will serve on the community council. Will be responsible for ordering supplies and equipment required in all project programs conducted in Powhatan. Will coordinate assignment of students to practica teachers. Will help set up, participate in, and help evaluate the in-service program. Will help develop new community resources relating to special education.

Chief Consultant:

Education: Doctorate in special education with strong emphasis on special education administration. Should be familiar with project writing and reporting.

Experience: Classroom teaching and administrative experience in special education. College teaching experience in special education is essential as is past experience in writing and administering government projects.

Duties: Will advise on general administrative policy and procedures. Will advise on staff selection and orientation. Will participate in the in-service program. Will aid in setting up review and evaluative procedures. Expected to help write implementation proposal (prototype grant) and to aid in preparing any spin-off proposals. Will provide regular review of project progress to project co-directors.

Task Force Members:

Task force members will be selected for those areas of study considered important to the project by the director and the university coordinator. Expected areas of concern are noted in the body of the project under the procedures section.

Task force members will be selected primarily from Virginia Commonwealth University staff as it is expected that they work closely with students in their own area of competence. Task force members are expected to hold the doctoral degree and to have shown unusual competence in their specialty. They should be aware of and sensitive to rural school problems and be able to work with community groups.

Task force members will be responsible for organizing program content, for supervising practica experiences, for integrating practica experiences into course offerings, for reviewing and evaluating the effect of the practica on students, and for performing related services as determined by the director and his staff.

Secretarial Staff (2):

Secretaries should be skilled in typing, in handling files, and in other office procedures. They should be flexible and good humored as working conditions will vary depending on the project stage in which they are involved. Previous secretarial experience is highly desirable. Preference in hiring will be given to persons who indicate that they will be available for the duration of the planning grant.

Data Manager:

A B.S. degree in business or graduation from an approved two-year business school. Should be trained in office management techniques and know how to set up financial and data records. Should know how to use computer-oriented techniques.

Experience: Prefer a person who has had business experience in the area of data collection, processing, and analysis. Some previous exposure to a university setting would be helpful.

Duties: Will establish accounting, recording, reporting, analysis and other procedures that allow for the systematic and comprehensive collection of information. Will implement and follow through on such procedures and will make decisions as required.

OBJECTIVES

With reference to the overall objective of the project and related objectives the specific objective of this phase was to initiate activities which would identify school needs and children's needs and provide direction for meeting those needs. It was assumed that the identification of such needs would trigger ameliorative activities which would later become part of the pilot program.

PROCEDURES

Activities directed to the intent of the objectives were initiated in the following areas:

1. Community Participation
2. Disability Identification
3. In-Service Education
4. Curriculum Planning
5. Administrative Planning
6. Parent Guidance
7. Student Involvement
8. Pilot Program

Community Participation: Community participation activities included the formation of a community, project council comprised of representatives from service agencies in the community. The council was an advisory board functioning as a sounding board and feedback mechanism. Its duties included: a) setting specific project objectives for community service; b) establishing and reviewing program criteria; c) identifying special education resources in the community; and d) assisting with the identification of handicapped children not enrolled in the public schools.

This community activity was conducted by the project administrator with the assistance of the field coordinator, the college coordinator, and appropriate task force members. Some of the task force members who were used in this activity are those concerned with:

Community organization and planning
Health services
Homebound
Occupational therapy
Recreation
Rehabilitation counseling

Students from Virginia Commonwealth University were also involved actively in this effort. Their activities were coordinated by appropriate task force members working under the overall direction of the field coordinator. Students from the following areas of study were included in the development of community participation:

Counselor Education
Medicine
Occupational Therapy
Physical Education
Recreation
Special Education

Psychiatrist
Psychologist
Remedial Reading and Speech Consultants
Various Disability Specialists

Curriculum Planning: This program element included on-going planning through individual consultation with the teaching staff to increase their ability to provide remedial instruction and preparatory planning for the subsequent pilot program. The college coordinator, the field coordinator, the administrator and the school's administrative staff were responsible for such planning.

Administrative Planning: Administrative planning of the project was established in the proposal for funding and implementation of the plan was a crucial first step. An administrator was designated at the time of initial funding. To assist him, a policy committee composed of the following was organized:

Field Coordinator	1
University Coordinator	1
University Staff	2
Community Representatives	1
Student Representative	2
Administrative Consultant	1
State Dept. of Education (Special Educ. Service)	1

Parent Guidance: Through the community participation activities and publicity provided through the newspapers, parents were made aware of the project and its implications for their children. However,to insure that parents of children involved in the project were understanding and supportive of his child's participation a parent guidance program was initiated. This service was developed by an assistant professor in Counselor Education from Virginia Commonwealth University and involved three graduate students, one in each of the Powhatan Schools. This program also involved school personnel including the Superintendent of Schools, the principals of each school, the director of instruction, the president of PTA and the director of the Community Action Program.

After the students had become familiar with their school placement, it was their responsibility to outline specific parent guidance activities within existing structures and with regard for the needs of the school and to assist in the implementation of the plans.

Student Involvement: Student involvement has been described in the aforementioned activities of community participation, disability identification, administrative planning and parent guidance. From the conception of the project it was seen as an unmatched opportunity for students to be involved in true to life school problems. For that reason the project staff has been sensitive to each unique situations and learning opportunities for students.

Because of the heavy emphasis on student participation during the planning phase and the expectation that they will be even more fully involved when the developed plans are implemented, tentative regulations were developed to insure that University students were not exploited nor allowed to perform in areas where they were not competent. These regulations have been subject to changes dictated by project experience, but their protective intent has been maintained.

a. All students will work in the school or community setting under the sponsorship of one specified member of the task force, who will be designated by the college coordinator, and said student shall be supervised by one specified member of the school or community staff, who will be designated by the field coordinator. Students from University programs that are not represented on the task force will be assigned to a task force member by the college coordinator.

b. All students will be carefully screened for emotional stability, professional competence, professional dependability, and similar characteristics before being assigned to any phase of the practices. Final determination of suitability for practica assignments is the joint responsibility of the project co-directors.

c. No student shall engage in any independent teaching, research, or other activity while assigned to the practica. Activities of the following types are anticipated to be among those that will be approved for practica credit. Only activities that can be carefully supervised by task force or school staff will be approved.

Achievement testing
Classroom observation
Community education
Date collection for project purposes
Home teaching
Homework assistance
Inter-agency liaison
Materials development
Materials evaluation
Parent guidance
Practice teaching
Preparation of curriculum
Psychological testing
Recreational programming
Student advisement
Supervisory or administrative internships

d. Students involved in any phase of the practica shall be apprised of and adhere to those accepted standards of professional ethics that are applicable to the activity under consideration. Particular attention should be given to the matters of confidentiality and personal relationships with students.

Pilot Program: During the initial year of the project, pilot programming was seen as an activity hinging heavily on the results of other activities, namely disability identification, parent guidance, in-service training and administrative planning. While the identification process was still in progress, the need for a resource teacher to work with teachers became apparent.

Careful study of the information collected through the activities in Powhatan provided direction for training of specific people to assume positions in the project during the coming year.

Disability Identification: The thrust of Phase I activities throughout the initial year of the project was to screen those children not making reasonable progress in school and those who had been excluded from school.

The standard identification procedures were a) pediatric examination including visual and hearing screening; b) individual psychological testing; c) social case history; d) diagnostic and achievement testing in skill areas administered as considered appropriate. Also, additional examinations were scheduled on an as-needed basis. Specific identification procedures and the population to be screened were determined by the director in consultation with coordinators, the school administration, selected members of the task force, teacher representatives, and community representatives.

Task force members who joined in this activity were representatives of:

Administration
Emotional Disturbance
Health Services
Homebound
Mental Retardation
Neurological Problems
Psychological Problems
Physical Handicaps
Remedial Reading
Social Work
Speech Correction

Students from the following areas of study selected for their particular training and competence in administering, recording, or analyzing diagnostic instruments were as a part of their training in this planning activity.

Health Services
Occupational Therapy
Psychological Services
Remedial Reading
Speech Correction
Special Education

Other areas of student competence were used as required. Students participating actively were seniors and graduate students; however, students at all levels were involved in observation experiences as the project activities proceed.

In-Service Education: In-service education activities took the form of workshops after school and on days set aside for that purpose. The foci of the workshops was the understanding of exceptional children and improving teachers' activities to offer remedial and individualized instruction. In-service efforts began during the school system's pre-school teacher orientation sessions and throughout the 1969-70 academic year.

Persons from the task force who assisted in this activity were:

Project personnel
Administration Specialist
Curriculum Specialist
Diagnostic Teaching Theorist
Media Usage Specialist

RESULTS

Results of the initial year's activities were as follows:

Community Participation: Five carefully chosen Powhatan residents representative of the entire county comprised the Community Council. They met four times for the purpose of achieving four objectives as its contribution to the project. Their accomplishments include: the location of out-of-school children; the coordination of community services; advice concerning V.C.U. student participation; publicizing project activities; and assisting in the collection of information for social case histories on children with evident school problems.

Continuous efforts in this activity stressed developing community understanding and support for the project in order to insure that the local setting lend itself to the project objectives. The efforts included news articles, radio programs that highlighted the project's initiation and its implications for teacher education, talks before local service agencies personnel, maintenance of a photographic record of project activities, and reports to public School Board meetings.

The establishment of a supportive environment for developing patterns of services to handicapped children was deemed necessary. This was accomplished by involving all the community resources which include:

Vocational Rehabilitation
Commission for the Visually Handicapped
Public Health Services
Public Welfare Services
Community Action Program
Good Neighbor School Attendance Program

The success of these early efforts can be traced throughout the project history.

Disability Identification: Disability identification was the major activity of Phase I. The entire school population was screened through the use of the following battery of instruments and procedures:

General Physical Examination	Check List Form	Task forces of R.N.'s and V.C.U. students
Hearing Evaluation	Auditone Tester	Task forces of R.N.'s and V.C.U. students
Visual Evaluation	Titmus School Vision	Task forces of R.N.'s and V.C.U. students
Intelligence	Lorge-Thorndike	Task forces of Psychologists, Special Educators and V.C.U. students from several fields of concentration
Reading	California Reading Test	Task forces of Special Educators and V.C.U. students

Mathematics	California Arithmetic Test	Task forces of Counselor Education, Psychology, Special Education and V.C.U. students
General Observations	Check List Form	Powhatan teachers

Of the 1425 students in Powhatan Schools screened for disabilities 566 were referred for diagnostic services with the following results:

Grade	Speech No.	Hearing No.	Vision No.	Medical No.	Psychological 75-Below	Psychological 76-79	Psychiatric No.
1	8	2	4	3	9	1	1
2	28	2	2	6	4	13	3
3	6	4	5	6	4	2	1
4	6	2	5	2	2	2	0
5	5	2	9	8	6	5	1
6	3	1	0	3	5	6	1
7	+0	1	16	4	12	4	+0
8	2	6	4	5	**	2	0
9	3	1	6	1	**	2	6
10	2	2	4	0	**1	0	1
11	2	0	1	0	**1	0	0
12	5	3	0	4	1	0	0
Totals	70	26	56	42	45	37	14

+ No teacher referrals

** Too few parental permissions - 8th Gr. 17 referrals
9th Gr. 16 "
10th Gr. 7 "
11th Gr. 4 "
12th Gr. 4 "

The target population for the pilot teaching phase was drawn from the above identified children.

In-Service: All administrators, teachers and teacher aides have been involved in the in-service sessions. The program was initiated in September with the administration of a pre-test to measure attitudes and knowledge about exceptional children. Topics for in-service, suggested by the pretest results were developed as follows:

"Introduction to Special Education"	October 15	Howard L. Sparks, Ed.D., Director of Project, Virginia Commonwealth University
"Observing Children with Learning Problems"	November 19	William J. Younie, Ed.D., Chief Consultant to Project, Teachers College, Columbia University
"Standardized Tesing: Implication for Instruction"	December 9	Stuart Smith, Ed.D., Director of Child Study Center, Virginia Commonwealth University

Beginning in February, teachers were divided into four groups for in-service sessions. Four group leaders held sessions simultaneously according to the following schedule on February 11, February 25, March 18, and April 15:

"Curriculum"	Robert Fleming, Ed.D., Professor of Education, Virginia Commonwealth University
"Teacher Attitudes and Their Effect on Children"	Douglas Powers, M.D., Director, Virginia Treatment Center for Children
"Clinical Teaching"	Miss Dorothy Gier, Assistant Professor of Special Education, Virginia Commonwealth University
"Special Education Programs and Services"	Wayne Largent, Supervisor of Special Education, Virginia State Department of Education and Mrs. Nancy Fallen, Assistant Professor, Virginia Commonwealth University

All administrators, teachers, and teacher aides in Powhatan rotated through these four sessions. In May the final session for the academic year consisted of administering the post-test and soliciting teacher feedback concerning past and projected activities of the project. Teacher reaction to the in-service program was favorable and the project staff felt that the sessions had promoted teacher acceptance and support of special education programming and the establishment of practical experiences for Virginia Commonwealth University.

Curriculum Planning: Activities in this area resulted in pre-pilot programming at grade levels five and six which facilitated the planning of the pilot program, Phase II. Also, a resource center of instructional materials was established in Powhatan.

Administrative Planning: In addition to the establishment of an Advisory Board, this activity has been accomplished through the managerial functions of organizing, planning, directing, staffing, and controlling. Some typical activities include:

a. Maintaining the structure of the project
b. Establishing operational procedures
c. Controlling and accounting for expenditures
d. Effecting good public relations
e. Organizing the computerization of screening data
f. Staffing
g. Chairing the Community Council
h. Chairing the Policy Committee
i. Suggesting budgetary revisions and proposals
j. Planning for future activities
k. Organizing services provided by task force members
l. Maintaining communication between the staffs of the University and Powhatan
m. Communicating with all staff in terms of project objectives and involving them in planning activities

Parent Guidance: All parents were informed of the project goals and activities by letter. Written parental permission was obtained for all children involved in the post-screening activities. Also, a team of selected Powhatan teachers received intensive training and supervision from task force members in the School of Social Work. The teachers then visited the homes of all children who have been diagnosed as requiring special education or related services to explain the program, obtain parental permission, and obtain information helpful in planning for the children. Task force members from rehabilitation counseling were involved in the parent guidance program during the summer.

Student Involvement: Records of student involvement showed that 78 Virginia Commonwealth University graduate and undergraduate students and 10 medical college residents were actively involved with the project staff members in developing Phase I of the project. All students were under the supervision of University faculty members who were serving as task force leaders.

Pilot Program: As a result of the disability identification program specific manpower needs were indicated. From the combined activities during the year a design for the pilot program emerged.

Space was secured for the following anticipated program activities:

Elementary School - Two combination office-instructional centers for one resource teacher and one speech therapist. The centers accommodated 6-8 children.
Middle School - One classroom appropriate for a self-contained Educable Mentally Retarded class.
- A combination office-instructional space appropriate for use by a resource teacher.
High School - One classroom, 2 periods to be used in vocationally oriented instruction and guidance.
- Combination office-instruction center for use by resource teacher.

The project administrator and the Superintendent of Powhatan County Schools met with officials from the Virginia Department of Education to interpret staffing patterns and positions for the pilot program phase.

BUDGET

The cost of funding this phase of the project has been outlined in Table 2 (see page 16).

TABLE 2

BUDGET - PHASE I

	PROJECT COST	NON-FEDERAL CONTRIBUTIONS	TOTAL
Co-Directors (10% administration time)	$ ----	$ 2,900	$ 2,900
Administrator	15,000	----	15,000
Field Coordinator	7,000	----	7,000
University Coordinator	7,000	----	7,000
Chief Consultant	3,000	----	3,000
Task Force - 13 continuing @$2,000	26,000	----	26,000
Task Force - 5 Phase I @$2,000	10,000	----	10,000
Secretarial Staff - 2 @$5,000	10,000	----	10,000
Data Manager	7,500	----	7,500
Transportation	3,300	----	3,300
Housing, Utilities, Office Equipment	----	10,000	10,000
Supplies and Equipment	5,500	----	5,500
Tests	1,600	----	1,600
Travel	1,500	----	1,500
SUB-TOTAL	$97,400	$12,900	$110,300

PHASE I - ACTIVITY CHART* 1969-1970

	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
COMMUNITY PARTICIPATION							▨	▨	▨	▨	▨	▨
COMMUNITY COUNCIL	▨	▨	▨	▨	▨	▨						
DISABILITY IDENTIFICATION	▨	▨										
IN-SERVICE EDUCATION												▨
CURRICULUM PLANNING												
ADMINISTRATIVE PLANNING												
PARENT GUIDANCE	▨	▨	▨	▨	▨	▨						
STUDENT PARTICIPATION												▨
PILOT PROGRAMS	▨	▨	▨	▨	▨	▨	▨					
PROGRAM REVIEW	▨	▨	▨	▨	▨	▨	▨	▨	▨			
PROGRAM SPINOFF	▨	▨	▨	▨	▨	▨	▨					

*White spaces indicate on-going activities.
Dark spaces indicate that an activity has not yet begun or has ended.

PHASE II - PILOT PROGRAMMING

PHASE II

PROJECT ADMINISTRATION

Co-Directors (2)
Project Administrator (1)
Field Coordinator (1/2 time)
Chief Consultant
University Coordinator (1/2 time)

Task Force:	Administration	Continuing**
	Curriculum	Continuing
	Diagnostic Teaching	Phase II*
	Psychological Services (testing and counseling)	Continuing
	Social Work	Continuing
	Rehabilitation Counseling	Continuing
	Recreation	Continuing
	Remedial Reading	Continuing
	Speech Correction	Continuing
	Mental Retardation	Continuing
	Emotional Disturbance	Continuing
	Physical Handicaps	Phase II
	Homebound	Phase II
	Neurological Problems	Phase II
	Community Organization and Planning	Phase II
	Health Services	Continuing
	Occupational Therapy	Continuing
	Media Usage	Continuing

Resource Teachers (2) full time
Pilot Class Teachers (2) full time
Secretarial Staff (2) full time

**Continuing staff are to be hired for a fixed fee on a yearly basis and be available on a regular schedule.

*Phase I and Phase II staff are to be used as needed and paid a daily rate.

Phase II Pilot Program

Project Personnel

Project administrative positions continued as they were during Phase I, Organizational Phase. Changes in personnel design resulted from the addition of the teaching staff which included two self-contained special education classroom teachers, one at the middle school and one at the high school, two resource teachers, one at the middle school and one at the lower school, a speech therapist who worked throughout the school division and a work-study teacher at the high school level.

Objectives

The project objectives during this phase were a continuation of the overall and related objectives listed for Phase I. However, the emphasis of this phase was the development of the Pilot Program, a special education programs for the 228 students identified during the screening and diagnostic activities of Phase I.

Procedures

The activities initiated during the first year of the project were contained into the second year with no structural changes, only refinement based on the experience gained during the first year of operation.

Community Involvement: The Community Council continued to meet and to serve as liaison between the project and community of Powhatan. One of its main functions was to interpret the project to parents and secure their support for project activities. The work study teacher met individually with the merchants, farmers and saw mill owner of Powhatan to create interest in implementing a work study program. The project directors and administrators maintained a close working relationship with Powhatan service agencies.

Disability Identification: Through the work of the Advisory Board and the Community Council the search for out-of-school handicapped children continued. Also, first graders and transfer pupils were screened for possible learning problems and physical problems which would impede their progress in school. Tests of vision and hearing and routine physical examinations were administered by Public Health nurses. Achievement tests and/or diagnostic educational tests were administered by the resource teachers or by the high school special education classroom teacher. Group tests were administered by the regular classroom teachers.

First graders were administered the Metropolitan Readiness Test in the fall and a battery of testsin the spring. These included the Lorge Thorndike Intelligence Tests and the California Achievement Tests - Primary Level chosen to provide a continuing replication of the educational testing design of Phase I.

In-Service Education: In-service education days before school and during the school year for Powhatan teachers were designed to acquaint teachers with the pilot program and to further a philosophical base supportive of special education programs. This philosophical base stressed the recognition and acceptance of individual differences for instructional purposes. The in-service sessions included the following topics presented by project personnel and faculty from Virginia Commonwealth University.

August 25 -	"Orientation to the Program Phase of the Project" Secondary Teachers	Mrs. Maggie Nelson University Coordinator Mr. William Vogel University Coordinator
	Primary and Intermediate Teachers	Mr. Cecil D. Mercer Project Administrator
September 29	"Project Overview"	Dr. Howard L. Sparks Project Director
	"Unit Teaching in Elementary Education"	Mr. William Vogel University Coordinator
	"Individualizing Instruction for HIgh School Students:	Mr. John Ohler, Assistant Professor Secondary Education Virginia Commonwealth University
	"Services of a Speech Therapist:	Mrs. Patsy Livingston Pilot Teacher
	"Unit Teaching for Intermediate Level Students:	Mrs. Nancy Fallen Assistant Professor Special Education Virginia Commonwealth University

November 16, 1970, teachers had the opportunity to select from a variety of in-service sessions. These sessions included:

1. A video-tape of Mrs. Kirkland, a second grade teacher in Powhatan, demonstrating with her class a language lession utilizing a Peabody Kit. Mrs. Kirkland commented on the tape and led a panel discussion.

Panel members were: Mrs. Nancy Fallen, Assistant Professor
Special Education Virginia Commonwealth University

Mrs. Pat Jones, Resource Teacher, Elementary School

Mr. William Vogel, University Coordinator

2. A video-tape of Mr. Barnett, a sixth grade teacher in Powhatan, instructing a group of slow learners in the development of reading skills.

Mr. Barnett commented on the tape and led a panel discussion.

Panel members were: Mrs. Betty Ball, Resource Teacher, Middle School

Mr. Tom Lolley, Assistant Professor
Special Education Virginia Commonwealth University

3. A discussion on the topic "Responding to Children's Behavior" was presented by Dr. Clayton D. Lewis, Assistant Professor of Special Education Virginia Commonwealth University.

4. A film "Passion for Life" was shown and Mr. Cecil Mercer, Project Administrator, served as discussion leader.

5. Selected filmstrips were shown by Mrs. Nancy Fallen and Mr. William Vogel. The theme of these sessions stressed individual differences and appropriate educational responses to these differences. Teachers evaluated these in-service sessions as applicable to their needs and they supported the format of this in-service program. Pilot teachers are continuously working on in-service objectives by providing services to children, consulting with teachers, displaying and suggesting materials.

Curriculum Development: Three pilot teachers were employed during the summer of 1970 to develop a resource center of materials applicable to meeting the needs of exceptional children in Powhatan. To facilitate the accomplishment of this task the teachers and other project staff visited the George Washington University Resource Center. Thereafter materials were ordered, received, catalogued and a retrieval system established. During the school year material displays and demonstrations promoted use among classroom teachers. An ample supply of instructional materials were stored in the special education classrooms and resource rooms for easy access when needed for the instruction of special children. In teacher conferences, the resource teachers have emphasized developmental learning and individual differences as they relate to children's learning problems.

Administrative Planning: Changes in this area have been described in Project Personnel, Phase II. Other activities focused on; 1) maintaining pilot program; 2) expanded VCU's student participation; 3) disseminating information concerning project activities; 4) preparing Powhatan schools and community for project continuation.

Parent Guidance: Activities in this area were under the direction of Dr. Beale from VCU's Department of Counselor Education and his students. Their work was through guidance committees in each school working to foster school supportive environments in the homes.

Student Participation: Student participation was a major activity during Phase II of the project. Efforts of the project staff, especially those of the Field Coordinator and the University Coordinator resulted in diversified participation. This has included students from the School of Social Work, the Departments of Counselor Education, Distributive Education, Physical Education, Secondary Education, and Special Education in the School of Education, Art Education from the School of Arts and Sciences and the School of Rehabilitation Counseling. Specific involvement was different with each group as follows:

School of Social Work: Five graduate students were assigned to the project for field work experiences. These graduate students were closely supervised by Mrs. Alice Barber, Associate Professor, School of Social Work. They worked in Powhatan for two days during the fall and three days each week during the spring semester. The service component of their involvement focused on following up on referrals from the resource teachers on children who were having problems that suggest home contact.

The pilot program was not seen as an ideal special education program but one which met the needs of Powhatan County Schools and one which they could afford, thus assuring a continuation of the project beyond the funding period.

BUDGET - PHASE II

	PROJECT COST	NON-FEDERAL CONTRIBUTIONS	TOTAL
Co-Directors (10% administration time)	$ -----	$ 2,900	$ 2,900
Administrator	16,000	-----	16,000
Field Coordinator	4,500	-----	4,500
University Coordinator	5,500	-----	5,500
Chief Consultant	3,000	-----	3,000
Task Force - 12 continuing @ $2,000	24,000	-----	24,000
Resource Teachers - 2 @$7,500	15,000	-----	15,000
Pilot Class Teachers - 2 @ $7,500	15,000	-----	15,000
Secretarial Staff - 2 @ $5,500	11,000	-----	11,000
Transportation	3,360	-----	3,360
Housing, Utilities	-----	7,500	7,500
Supplies and Equipment	2,500	-----	2,500
Travel	1,500	-----	1,500
Report Writing	500	-----	500
Indirect Cost	8,140	-----	8,140
SUB-TOTAL	$110,000	$10,400	$120,400

PHASE I	$110,300.00
PHASE II	120,400.00
TOTAL:	$230,700.00

Pilot Program: The pilot program and the numbers of children school has been demographically outlined on the following page.

RESULTS

None of the results are implied in the activities described; however specific results resulted from the activities in some areas and need to be reported.

Disability Identification: When first graders were screened and identified as possible learning problems, the resource teacher watched the child's adjustment to school and his achievement through observations in the classroom. Assistance was offered when the need was indicated. A direct referral to the resource teacher triggered further assistance and/or programming. Records do not show how many children were helped in this way, but throughout the pilot program year and subsequent years, preventive special education was considered an important part of the total program.

In-Service Education: The effectiveness of inservice education was measured by the evaluation process and by the attitude of the teaching staff to project programming and other activities. Response to in-service programs were generally favorable. Response to the pilot program was one of growing acceptance which did not reach its height until the following year. Most teachers were enthusiastically grateful for the special education services while a few were suspicious and even critical. However, this situation was viewed as a normal process and was not even considered a problem.

Curriculum Development: Specific influences on curriculum development were:

1) student practica in physical education.

2) faculty (VCU) consultation with Powhatan teachers on individual curriculum concerns.

3) regrouping sixth-graders into ability groups for more meaningful instruction.

3) the up-dating and maintaining of an instructional materials resource center.

Administrative Planning: One result of administrative planning during this period was the presentation of a panel discussion concerning the project at the national meeting of the Association for Children with Learning Disabilities in Chicago. The panel included seven members of the project staff.

Student Participation: Activities involving students from Virginia Commonwealth University in project activities resulted in the following tabulation of aggregate days in service to the Powhatan Public Schools:

Social Work	203
Special Education	70
Physical Education	33
Secondary Education	7
Counseling Education	16
Rehabilitative Counseling	15
Total	344

Department of Counselor Education: Two students in counselor education worked under the supervision of Dr. Andrew Beale, Assistant Professor, to initiate a parent guidance program. This involvement encompassed the academic year and focused on improving home-school relations. These students worked with PTA, Community Action Program as well as selected parents.

School of Rehabilitation Counseling: Two students received practicum experiences in the project under the supervision of Mr. John Wallace, Assistant Professor. The students were in Powhatan one day a week throughout the academic year. Their activities concentrated on providing vocational guidance, counseling services, and employment possibilities to secondary educable mentally retarded students.

Department of Secondary Education: One student was assigned to the project for practicum experience under the supervision of Mr. John Ohler, Assistant Professor, and his involvement focused on providing a small number of secondary special class students with learning experience in an industrial art setting.

Department of Special Education: After a period of stabilization in the pilot program, graduate and undergraduate students participated such activities as testing for learning difficulties, direct instruction with individual students, and a variety of observational-interaction type activities.

Department of Physical Education: A student using adaptive physical education techniques worked with the first and second at the lower school and with the special education class in the Middle School for a period of nine weeks. For three days each week he developed a sequence of motor skill activities which class room teachers could direct.

Other student involvement was similar in nature to that already described but appropriate to the discipline it represented.

Pilot Program: The activities concerned with establishing the pilot program were the main thrust of the second year of the project. Its pattern was determined after careful study of the information received during the screening diagnostic phase of the project. Children with problems which seemed to impede their progress in school or their overall development became the special education population and were assigned programs accordingly. Although the project personnel was not concerned with categories per se but instead with the overall achievement and adjustment of the child, certain types emerged. They were: the mentally retarded, the emotionally disturbed, the learning disabled, the visually handicapped, the hearing impaired, the slow learner, the speech handicapped and the experientially deprived. The meaning of these terms as agreed upon by the project staff is presented as follows:

The mentally retarded: Those children whose overall development is delayed, whose IQ score from an individually administered intelliegnce test falls below 70, and whose school achievement and social development are commensurate with the I.Q. score.

The emotionally disturbed: These children whose behavior is so disturbed and disturbing that they can not profit from classroom instruction and impede the progress of others.

The learning Disabled: Those children of normal or near normal intelligence who demonstrate weaknesses in one or more of the psychological processes resulting in an inability to make reasonable progress in one or more of the skill areas (reading, writing, spelling, expressive language, listening). These children are aften characterized by strong abilities in some areas.

The visually impaired: Those children whose vision, after corrective treatment, is so poor that special instructional methods and materials are required in order for him to progress academically.

The hearing impaired: Those children whose hearing, after corrective treatment is so poor that special instructional methods and materials are required in order for him to progress academically.

The slow learner: Those children who persistently demonstrate an inability to "keep up" with their classes and whose I.Q. scores are consistently within a small range but clustering between 70 and 90, or those whose learning patterns require more time and more repetition than most of the children in a class.

The speech handicapped: Those children whose speech is such that it calls attention to itself.

The experientially deprised: Those children who enter school without skills and knowledge generally found among their age peers. These children learn very quickly once exposed to the lacking experiences, but the extent of deprivation often determines the child's ability to profit from school experiences.

Children with physical deficits were referred to family doctors or to Public Health Services. Corrective treatment for the visually and auditorily handicapped were secured from the Virginia Commission for the Visually handicapped and clinics at the Medical College of VCU. Programming for all of the children with special needs was done with regard for the individual child and the best possible placement. The types of programs developed were as follows:

> Regular classroom with supportive services for the teacher from the resource teacher and/or university personnel.
>
> Resource room with a highly trained teacher who could diagnose children's learning problems and develop and test a prescriptive program for them. The resource teacher working in her room could work individually with the child, in small groups or in large group instruction.
>
> The special education self contained classroom in which children spent the majority of their school day with the special education teacher for academic instruction. Scheduling activities outside the classroom would be dependent on the child and the extent of his problem.
>
> The work-study teacher met his students for short periods of time during the morning. Their instruction was work oriented. During the afternoon, he consulted with possible employees in the village and nearby areas.

Phase II Pilot Program

School	Program Structure	Personnel	Children Served	No. Served
High School	Work-Study	Teacher-Coordinator	Educable Mentally Retarded Slow Learners Others Interested	15
	Self-Contained Classroom	Special Education Teacher	Educable Mentally Retarded	12
Middle School	Resource Room	Special Education Resource Teacher	Emotionally Disturbed Learning Disabled Educable Mentally Retarded Slow Learners	78
	Self-Contained Classroom	Special Education Teacher	Educable Mentally Retarded Emotionally Disturbed Visually Handicapped Auditorily Handicapped	16
Lower School	Resource Room	Special Education Resource Teacher	Learning Disabilities Emotionally Disturbed Educable Mentally Retarded Slow Learners or Experientially Deprived	115
All Schools	Speech Laboratory	Speech Therapist	Speech Handicapped	90

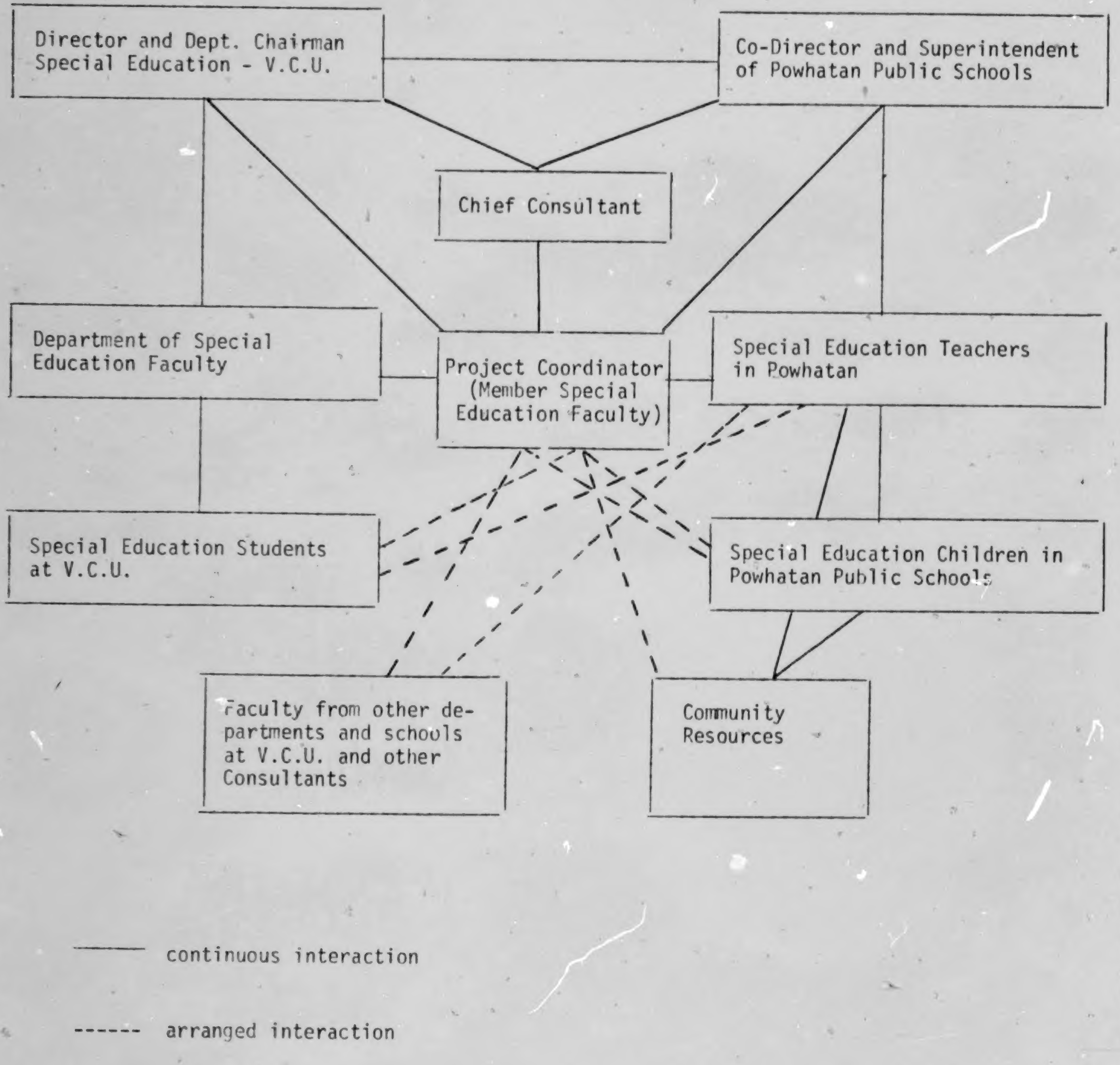
PHASE II - ACTIVITY CHART* 1970-71

	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	APR.	MAY	JUNE
ADVISORY BOARD COMMUNITY COUNCIL												
PROGRAM REVIEW			■	■	■	■		■	■		■	■
IN-SERVICE EDUCATION											■	■
VCU STUDENT PARTICIPATION												
SPECIAL EDUCATION	■	■										
RESOURCE TEACHERS	■	■										
DISABILITY IDENTIFICATION	■	■									■	■
PROGRAM GUIDANCE												
IMPLEMENTATION PLANNING	■	■	■	■	■	■	■	■				
PROGRAM SPINOFF												
REPORT WRITING	■	■	■	■	■	■	■	■	■			

*White spaces indicate on-going activities.
Dark spaces indicate that an activity has not yet begun or has ended.

VIRGINIA COMMONWEALTH UNIVERSITY-POWHATAN PROJECT

PILOT PROGRAMMING MODEL


Director and Dept. Chairman Special Education - V.C.U.
Co-Director and Superintendent of Powhatan Public Schools
Chief Consultant
Department of Special Education Faculty
Project Coordinator (Member Special Education Faculty)
Special Education Teachers in Powhatan
Special Education Students at V.C.U.
Special Education Children in Powhatan Public Schools
Faculty from other departments and schools at V.C.U. and other Consultants
Community Resources
continuous interaction
arranged interaction

PHASE II - EXTENSION

Phase II Extension

Project Personnel

Director: Riznah L. Welch, Ed.D.
Chairman, Department of Special Education
Virginia Commonwealth University
Richmond, Virginia

The Director of the project set the overall policies for the execution of the grant, for hiring the coordinator and for reviewing the project's progress. She served as the main liaison officer between the project and Virginia Commonwealth University and assumed final responsibility for all policy decisions concerning the project. She was not compensated from project funds.

Co-Director: Joseph S. Caldwell
Superintendent, Powhatan County Schools
Powhatan, Virginia

The Co-Director worked cooperatively with the Director, with the Coordinator and with other project personnel to make the project's program an integral part of the total school program. He served as the main liaison officer between the project and the Powhatan School Board. He was not compensated from project funds.

Coordinator: Nancy H. Fallen, Ed.D.
(1/2 time) Assistant Professor and Project Coordinator
Department of Special Education
Virginia Commonwealth University
Richmond, Virginia

Advised and supported by the Director and Co-Director, the coordinator of the project assumed responsibility for the following activities:

1) Setting project procedures.
2) Serving as a resource person to project teachers and other school personnel.
3) Coordinating assignments of students for practica.
4) Scheduling and hostessing visits of professionals and students to the project. Providing conference time for visitors when requested.
5) Coordinating consultants' activities and those of community services.
6) Informing university faculty and students of practica opportunities.
7) Continuing data gathering system, community involvement and in-service activities.
8) Calling and chairing meetings of the Advisory Board and the Community Council.
9) Coordinating the requests for supplies and equipment required in project programs.
10) Disseminating information concerning the project.
11) Maintaining an on-going review of project program.
12) Working cooperatively with Powhatan Schools personnel.

The Project Coordinator's salary was paid from project funds.

Chief Consultant: Dr. Howard L. Sparks
Associate Dean, School of Education
Virginia Commonwealth University
Richmond, Virginia

The Chief Consultant served as a resource person to the project employees, advising on general administrative policy and procedures, staff orientation and reviewing the progress of the project throughout its planning and operational phases. His services have been compensated from project funds.

Resource Teachers: The Pilot Program design was changed by adding a resource teacher to the staff at the lower school. Thus, two resource teachers at the lower school and one resource teacher at the Middle School comprised this part of the project staff. They were as follows:

Mrs. Elizabeth H. Ball
Resource Teacher at Middle School
Powhatan, Virginia

Mrs. Patricia S. Jones
Resource Teacher at Lower School
Powhatan, Virginia

Mrs. Mary Ann Nash
Resource Teacher at Lower School
Powhatan, Virginia

In addition to developing suitable programs for children recieved on referral from regular classroom teachers or school administrators, the resource teachers accepted the following responsibilities:

1) Observing children in their classrooms and working with classroom teachers on specific problems of instruction.

2) Interpreting the child's educational problems to the referring teacher(s), parents, and other personnel concerned with the child and helping to implement appropriate instructional procedures.

3) Referring further each child whose problems related to disciplines other than education.

4) Receiving Virginia Commonwealth University students in practica for a length of time determined by the referring on-campus instructor and providing conference time on request.

Special Education Classroom Teachers: As in the first year of the Pilot Program, the special education classes were located in the middle school and the upper school. Special Education teachers included:

Mrs. Willie Gillenwater
Special Education Teacher at
Middle School
Powhatan, Virginia

Mrs. Marian C. Moak
Special Education Teacher at
High School
Powhatan, Virginia

In addition to providing the major portion of instruction for special students and for scheduling their assignments with other school personnel, these teachers assumed responsibility for:

1) Interpreting the child's problems to concerned school personnel.
2) Conferring with parents.
3) Referring children for professional services when they are needed.
4) Receiving Virginia Commonwealth University students in practica for a length of time determined by the referring on-campus instructor and providing conference time upon request.

Speech Therapist: The speech therapy program was continued as it was during the previous year. The speech therapist was:

Mrs. Patsy C. Livingston
Speech Therapist, Powhatan
Public Schools
Powhatan, Virginia

Working with children referred by classroom teachers and/or identified in pre-school examination, this teacher also assumed responsibility for:

1) Conferring with resource teachers, classroom teachers, parents and other school personnel relating the child's handicap to his instructional, social and emotional needs.
2) Referring speech handicapped children for other professional services.
3) Receiving Virginia Commonwealth University students for observation and providing conference time appropriately.

All project teachers became contributing members of the faculty to which they were assigned. Their activities included participation on committees, assignments for usual school duties, faculty meeting attendance and membership in the local PTA and Powhatan Teachers' Association.

Because their qualifications met State Department of Education standards, a percentage of the teachers' salaries were reimbursed by the Special Education Division. The remaining portion of four salaries was assumed by the Powhatan County School Board while the remaining portion of two was paid by project funds.

Project Secretary: Mrs. J. S. Caldwell
Project Secretary
Powhatan, Virginia

In addition to the usual secretarial functions which she performed for the project coordinator and all of the project teachers, the project secretary assumed responsibility for:

1) Scheduling student visitation, and in the absence of the coordinator, directed visitors to the schools.
2) Scheduling consultants' activities and those of community services.
3) Transporting children to and from the project office for consultant's services in the absence of the coordinator.

4) Compiling data for computer use.
5) Ordering and receiving supplies and equipment and securing maintenance assistance when needed.

The project secretary was paid from project funds.

Service Consultants:	Dr. Rosa Tomsich, Child Psychiatrist Virginia Treatment Center for Children Richmond, Virginia
	Miss Mary Lou Green Licensed Psychologist Richmond, Virginia

These consultants were scheduled for their work when a reasonable case load for one day had been referred by the project teachers, other school personnel, by consultants or by community services personnel.

Professional Consultants:	Dr. Gay Goodman
	Miss Valerie Kulesza
	Mr. Thomas Lolley
	Mr. William Vogel
	Miss Peterson, Counselor Vocational Rehabilitation Service
	Dr. Joel Butler, Psychologist, VCU Faculty
	Dr. Ann Sherman, Assistant Supervisor, Special Education Division
	Mr. Wayne Largent, Supervisor, Special Education Division

These consultants were scheduled for specific tasks as needed.

Objectives

The objectives for the extension period were the overall and related objectives of the project; however, the extension to Phase II was granted a) to improve the special education program in Powhatan, and b) to provide a period of extensive planning for Phase III Prototype Program in Teacher Education. These objectives became the main emphasis during the third year of the project.

While the major activities of the project were directed toward accomplishing the goals established for the extension phase, other facets of the program continued with the following results:

Community Involvement: The use of community resources has been a major thrust of the project from its beginning. Cooperation with the Department of Public Health and the Department of Social Services has been exemplary, each serving the needs of the other. This was accomplished largely through the Community Council of the project. This group met formally twice during the year, but its members were active throughout the year and were available to the coordinator whenever they were needed. Through the efforts of the Community Council, a program providing dental services to children whose speech handicaps were related or intensified by poor dental care was initiated. Powhatan-Goochland Community Action Agency, Inc. provided funds for indigent cases and the School of Dentistry, Virginia Commonwealth University, was contacted for additional services.

Disability Identification: The screening of first graders by the Public Health Nurses and the Speech Therapist continued with referral to appropriate persons as indicated.

Children not making reasonable achievement in regular classrooms were referred to the resource teachers for study. This was done by formal and informal testing observation in the classroom, study of school records and consultation with the child, his teachers, and, if possible, with the parents.

Tests used varied with regard for the nature of the child, the nature of the problem and preferences of the teachers. This included a diagnostic reading test, an inventory of arithmetic skills, a measure of self-concept, and others as indicated. Resource teachers further referred children to Public Health nurses and social workers and for psychological and/or psychiatric examination. Among the children served by the project, the following handicapping conditions were found: Problems of speech, visual impairment, hearing deficits, emotional disturbances, experimentially deprived, mental retardation and learning disabilities.

In-Service Education: Requests for courses leading to degrees, certification, or self-improvement were accepted from Powhatan teachers. Subsequently, a class EDU. 463/563 Teaching the Slow Learner was taught by the coordinator in Powhatan, and full university credit was available for those requesting it. It was felt that this type of in-service training was effective and answered a need among the Powhatan teachers.

Other in-service training was provided in pre-school conferences and sessions planned by the faculty according to their perceived needs. Help was provided in selecting and securing appropriate speakers.

Cooperation among school personnel was of a nature that formal exchange of information concerning the project, with few exceptions, was not necessary. The special education teachers were an integral part of the total school program; therefore, problems were dealt with as they arose and through proper channels. Informal discussions among teachers and other personnel provided good working relationships and natural exchange of information concerning individual differences, appropriate educational programming for these differences and other available services through the project.

Curriculum Improvement: The special education teachers initiated individual consultations with classroom teachers to help them recognize and respond to individual differences. Additional assistance was provided when special planning and/or remedial instruction were needed.

An important aspect of the project was the purchase of instructional materials and media which has enriched the entire school program. Exhibits were prepared by the resource teachers who demonstrated the use of specific devices. Materials were placed in many classrooms when their need had been indicated. Always available to teachers, the materials were housed in the resource rooms, special education classrooms and at the project office. Also, a small professional library was available in each of the above mentioned places.

Administrative Operation: The administrative responsibilities of the coordinator were outlined earlier. (See Personnel: Coordinator.) Additionally, the coordinator assumed the responsibility for locating qualified teachers for the project positions and recommending them to the Powhatan School Board for employment. The administration of the project was greatly facilitated through the assistance of the Advisory Board.

Parent Guidance: Parents received guidance through several facets of the program other than that received through regular school channels. This came through the following sources:

Special Education Teachers
Social Workers (Graduate Students)
Public Health Nurses
Social Service Workers

Student Involvement: The participation of students was active during this year. This could be attributed to many factors, including: the continued support of the project by the Special Education Department; a VCU bus making weekly trips from the campus to Powhatan; individual attention provided by the coordinator to students visiting the project; special attention provided to students desiring to use project information in term papers and class presentations; publicity afforded the project through local and university media and a C.E.C. instructional conference; and the high quality of the special education program which had been developed.

Student participation included two student teachers and four graduate interns, each of whom worked for eight weeks or more on specific university directed assignments. Additionally, twenty-five practicum students had short term assignments with specific teachers, including remedial reading teachers, diagnosticians-in-training, resource teachers-in-training and tutors. One student worked with a high school boy to help him develop self-respect. Many made repeated visits to observe activities in the different classes. The average of those observing was over six persons a week (omitting any duplication) reaching a total to date of 207.

Six graduate students from the School of Social Work worked in the project for an aggregate of 394 days. Their work included referrals from the special education teachers and special referrals from the school principals. Two of these students assigned to the high school were responsible for developing a program designed to stimulate vocational interests and to provide guidance toward setting realistic vocational goals. Although the program was relatively new, it was well received and seemed to be effective. Also, it provided the pattern for similar programming next year.

Also, a student from the University of Virginia and an intern from Counseling Education had assignments in the project. While student participation was considered one of the strongest facets of the program this year, individual attention to students would not have been possible had the number of people been greater or had their activities been more varied.

Not mentioned elsewhere in this report was the interest in the project demonstrated by the number of professional personnel visiting the project during the current school year. Included in the list were the president and two vice presidents of Virginia Commonwealth University; two assistant supervisors of Special Education, State Board of Education; three VCU professors other than those from the Department of Special Education; a professor and a student from another State university; two Supervisors of Special Education from near by school divisions; a representative from the State Department of Mental Hygiene and Hospitals; five assistant supervisors from near by school divisions; two educational consultants; two employees of the Virginia Commission for the Visually Handicapped; and twenty-six teachers from other school divisions

Program and Results

The program of this extension year was different from that of the first year in Phase II in several ways. Continuing to work in the three schools comprising the Powhatan Public Schools, the structure of the program was as follows:

Lower School	Grades 1-4	Two Resource Rooms One Speech Laboratory
Middle School	Grades 5-8	One Resource Room One Special Education Partially Self-Contained Classroom for Educable Mentally Retarded Students
High School	Grades 9-12	One Special Education Partially Self-Contained Classroom for Educable Mentally Retarded Students

School wide programming included a program of speech therapy, limited home-bound instruction, large print reading materilas and talking books. The hearing impaired received special instruction from the speech therapist.

It should be noted that the position for a work-study teacher was not continued. The reasons for this change did not result from a change of philosophy but was made necessary by the lower level of project funding and the inability of the Powhatan School Board to employ a qualified person for the position.

Lower School

Resource Teachers

The resource teachers received children on referral from the regular classroom teachers. The reasons for referral were many, but generally the problems were related to a lack of school readiness, need for remedial instruction due to excessive absences, moving from another system, experiental deprivation, poor or inadequate instruction or lack of parental support. Some had learning problems of unknown causes, and some were referred because of behavior problems. Using a variety of diagnostic methods including referrals to other professionals, these teachers grouped children with similar problems for special instruction. Groups had as few as two or as many as six children. Some were scheduled for once a week, some for twice a week and some for four periods a week. Except in a few extreme cases, periods lasted approximately thirty minutes. The number of times per week a child came to the resource teacher was determined by the severity of his problem and the degree to which he could profit from classroom activities.

The schedules of the resource teachers at the Lower School were similar in pattern providing one period a day and one day a week for planning, observing in the classrooms and consulting with teachers, parents and social workers. The following chart illustrates a partial schedule:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	Planning -	Organizing	Materials	and	Records
9:10	Group I	Group I	Additional Testing	Group I	Group I
9:40	Group II	Group II	Additional Testing	Group II	Group II
10:10	Group III	Group IV	Conference	Group III	Group V
10:40	Group VI	Group VI	Observation in Mrs. T's room	Group VI	Group VI

Chart 1 Partial Schedule
Lower School

The most frequent grouping pattern was the one seen four times a week.

The resource teachers were flexible in their ability to quickly readjust instruction for a specific group, but scheduling of necessity was rigid so that individual classroom schedules would not be disturbed.

Figure 1 presents the measurable results of this program. The information it contains has been limited to those children for whom the resource teachers could provide complete reports.

Additionally, thirty-one children were tested in September to provide their teachers with grade level achievement in basic skills subjects. Sixteen others were referred to the resource teachers during the school year but for various reasons did not become a part of the program.

Although data is not available to document the fact, it has been observed by the resource teachers in the Lower School and the project coordinator that the children seen most frequently made the greatest academic gains.

Speech Therapist

Although the speech therapist worked with nineteen students in schools other than the Lower School, the speech laboratory was located at the Lower School, and the majority of students receiving therapy were in Grades 1-4. Her work included screening all First Grade students for speech and hearing handicaps, diagnosis of children referred by teachers, principals or services personnel, and therapy where indicated. The types of defects with which she worked included those of articulation, stuttering, voice, tongue thrust, delayed language and the hearing impaired. These defects ranged from severe to very mild. Inclusion in the speech program required parent permission, reasonable chance for success and cooperation on the part of the child. The measurable effects of the program have been charted as shown in Figure 2.

				READING RANGE		SPELLING RANGE		MEAN GAINS			RANGE OF GAINS	
ars n hool	Number Served	Mean IQ Score	Range of IQ	Fall	Spring	Fall	Spring	Reading	Arithmetic	Spelling	Reading	Spelling
1	17	76.9	40-108	N.8-K.4	K.2-1.6	Pk.1-1.0	K.3-1.6	1.06	0.7	0.87	0.2-1.6	0.1-2.0
2	18	87.7	60-119	Pk.4-3.1	K.2-3.7	1.1-2.3	1.6-4.2	0.71	0.55	0.60	0.1-2.4	0.1-1.9
3	12	81	49-103	1.4-2.3	1.5-4.1	K.3-2.3	K.9-3.7	0.56	0.65	0.66	0.1-2.7	0 -2.4
4	22	80	52-116	1.0-3.1	1.4-4.5	K.6-3.5	1.7-5.0	0.64	0.62	0.62	.1-1.6	.1-1.5
5	17	79	61- 93	1.3-3.8	1.5-4.7	1.6-3.2	1.7-5.7	0.59	0.61	0.67	.1-1.3	.1-1.0
6	4	69	56- 74	1.2-1.6	1.2-1.6	1.2-1.4	1.5-1.8	.075	0.42	0.25	0 - .2	.1-0.6

(Expressed in years and months 1.8 = 1 yr. 8 mo.)

Figure 1. Results of Resource Teacher Program - Lower School

Fall, 1971

Grade	Ages	Number Served	Stuttering	Voice	Hard of Hearing	Language Delay	Tongue Thrust	Articulation
1	6.2 - 7.11	15	2	1	3	0	0	15
2	6.11 - 9.0	15	0	1	3	1	1	15
3	8.4 - 11.10	16	2	0	4	2	1	13
4	9.0 - 11.2	8	1	1	1	0	0	8
Middle School	10.10 - 15.10	15	3	0	0	0	1	14
High School	17.17	1	1	0	0	0	0	0

Severity

Grade	Number Defects	Severe		Moderate		Mild		Very mild or Corrected	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
1	18	5	4	6	2	7	11	0	1
2	18	4	3	5	3	9	7	0	5
3	18	5	4	6	2	6	4	1	8
4	9	2	1	4	3	3	5	0	0
Middle School	18	5	3	4	5	8	5	1	5
High School	1	1	0	0	1	0	0	0	0

No. in Follow-up program - 32
No. in therapy that moved - 12
No. dismissals - 13

Figure 2 Speech Diagnostics

Middle School

Resource Teacher

The resource teacher program at the Middle School was similar to that of the Lower School. To cite one outstanding difference a child with a reading problem at the Lower School would be scheduled during the time his classmates would devote to reading skills with their regular teacher. At the Middle School a student in Grades 6 through 8 would have been referred by a subject matter teacher (history, science, math, English) who found him unable to profit from her instruction because of low reading achievement. Also, he could be referred by several teachers or even his homeroom teacher. Finding the "best" time for instruction by the resource teacher, scheduled so that loss of time in subject matter classes would not serve to further handicap the student, was challenging and problematic. Also, the resource teacher at the Middle School had the responsibilities of interpreting the referree's problem to each of the teachers who instructed the child and of helping them to accommodate the student in their classroom setting.

Other problems concomitant to a student's promotion to the Middle School before his learning problems have been resolved have been noted. By this age, the child sees himself as a failure and a low self-concept becomes the major problem. Also, by this age children resent parental interference into what the child perceives as his business. In many cases it is too late to use remedial or tutorial techniques and so compensatory measures become the sole alternative. At the same time, the child has learned to cover up gaps in sequential learning making diagnosis more difficult and instruction more tedious.

Using the cases for which complete information was available (except where indicated) the measurable results of this program have been presented in Figure 3.

Special Education Classroom

The population of this class was made up of students who have been unable to profit from other instructional settings in the Middle School. This placement was based on an individual IQ score (WISC or Stanford-Binet), school records and parent permission. When a level of achievement is reached indicating that regular classroom placement may be achieved, a trial period has been provided with supporting instruction from the special education teacher and/or resource teacher. Also, these students received instruction in physical education, agriculture or home economics, art and music with their peers. Six students were assigned to the resource teacher for English instruction and to a general science class to prevent a deficiency in Carnegie credits upon promotion into high school.

The curriculum was largely academic employing a variety of games-that-teach and other motivating materials. The relaxed atmosphere created by the skilled teacher and the individualized instruction provided served to meet the placement needs of seventeen retarded or functionally retarded children during the school year.

The measurable results of the program for fourteen students (for whom complete information could be obtained) have been presented in Figure 4.

				READING RANGE		SPELLING RANGE		MEAN GAINS			RANGE OF GAINS	
Years in School	Number Served	Mean IQ Score	Range of IQ	Fall	Spring	Fall	Spring	Reading	Arithmetic	Spelling	Reading	Spelling
5	8	Incomplete Testing	Incomplete Testing	2.5-6.8	2.6-7.8	1.8-5.5	2.9-5.7	0.825	0.2	0.76	0.1-1.7	0 -1.8
6	11			1.8-9.1	2.5-9.3	1.7-7.8	2.6-11.50	0.61	0.5	1.1	0.1-1.7	0 -3.7
7	19			2.3-7.0	2.5-8.7	2.2-7.7	2.2-9.7	0.9	0.43	1.05	0 -2.5	0 -3.5
8	13			2.3-4.8	2.5-8.4	2.2-6.0	2.5-6.5	1.1	0.46	.57	.1-3.6	.3-1.5
9 10 11	9			1.0-7.8	2.3-8.1	3.2-8.2	3.5-9.7	0.76	0.58	0.75	0 -1.3	.2-1.8

(Expressed in years and months 1.8 = 1 yr. 8 mo.)

Figure 3. Results of Resource Teacher Program - Middle School

MEAN GAINS

Number	Mean IQ	Range IQ	Word Meaning	Paragh. Meaning	Science and Social	Spelling	Word Study Skills	Lang.	Arith. Comp.	Arith. Concepts
14	65	48-75	0.24	0.28	0.59	0.64	0.44	0.16	1.03	0.74

RANGE OF GAINS

		0x3-1.30	.701.2	.9-1.50	.1-1.9	0-1.0	1.0-1.7	.1-2.1	.6-2.6	

(Expressed in years and months 1.8 = 1 yr. 8 mo.)

Figure 4.

Results of Middle School Special Education Class

HIGH SCHOOL

Special Education Classroom

This class was an upward extension of the one at the Middle School. Its population was comprised of eleven students who demonstrated an inability so succeed in regular classrooms. Their curriculum was modified to bring subject matter to their level of learning but to earn Carnegie credits required for a high school diploma. Subjects taken outside the special education classroom included home economics, physical education and art. Also the students took an active part in regular school activities as shown in the following summary of activities and accomplishments:

Students taking Driver's Education Theory	6
Students passing Driver's Education Theory	4
Students completing Behind the Wheel Training	1
Students receiving Learner's permits	5
Students receiving Operator's Licenses	2
Students in school chorus	3
Students enrolled in Art	2

School Club Participation

Future Homemakers of America	2
Safety Patrol	2
Pep Club	2

Activities Participated In

Making posters for fall pep rallys
Helping work on floats for homecoming
Working in resource trailer as an aide
Making Christmas gifts for high school faculty
Singing in Christmas program
Exhibiting work in student art displays
Making table decorations for C.E.C. banquet

Measurable results of the academic program are presented in Figure 5.

The cost of four of the six special education positions was assured by the Powhatan School Board. One value of the extension period was the provision of time for the Powhatan School Board to gradually assume the cost of the special education program.

Number	IQ Range
11	38-79

READING RANGE		ARITHMETIC RANGE		SPELLING RANGE	
Fall	Spring	Fall	Spring	Fall	Spring
1.8-4.3	2.0-5.2	3.3-9.5	3.0-9.5	1.5-6.6	1.5-7.6

MEAN GAINS			RANGE OF GAINS		
Reading	Arithmetic	Spelling	Reading	Arithmetic	Spelling
0.663	0.391	0.782	0-1.2	0-1.7	0-1.6

(Expressed in years and months 1.8 = 1 yr. 8 mo.)

Figure 5. Results of High School - Special Education Program

Cooperative University-School Division Planning to Develop a Special Education Practicum Laboratory in a Rural Setting

Phase II Program Planning

Services to Handicapped Children

(1971 - '72)

	Total	6-12	13-18	19 & over
Trainable Mentally Retarded	3	0	0	0
Educable Mentally Retarded	65	34	28	1
Learning Disabilities	59	33	26	0
Emotionally Disturbed	44	20	24	0
Other Health Impaired	6	3	3	0
Crippled	0	0	0	0
Visually Handicapped	2	0	2	0
Hard of Hearing	11	11	0	0
Deaf	0	0	0	0
Speech Impaired	81*	56*	24*	1

* Some of the same children as above

COST - PHASE II EXTENSION

POSITION	PROJECT COST	NON-FEDERAL CONTRIBUTION* (and source)	TOTAL
Director	$	$ 1, 500 (V.C.U. Salary)	$ 1, 500.00
Co-Director		1, 400 (Powhatan Salary)	1, 400.00
Coordinator	8, 760.00		8, 760.00
Secretary (Powhatan)	4, 866.42		4, 866.42
Secretary (V.C.U.)		1, 000 (V.C.U. Salary)	1, 000.00
2 Project Teachers	9, 465.00	10, 000 (State Reimbursement)	10, 000.00
4 Project Teachers		37, 000 (Powhatan and State Reimbursement)	37, 000.00
Consultants	2, 220.00		2, 220.00
Office Supplies & Instructional Supplies	3, 046.99	500 (V.C.U. Supply Room)	3, 546.99
Printing			
Indirect Costs	2, 408.05		2, 408.05
Travel	3, 062.06	300 (Dep't. of Special Education & State Travel Reimbursement)	3, 362.06
	$33, 828.52	$51, 700.00	$85, 528.52

*Approximations

Statement of Expenditures

Grant 4144

September 1, 1971 - June 30, 1972

	BUDGET	EXPENDITURE	BALANCE
Project Director - Fallen	$ 8760.00	$ 8760.00	$ 0.00
Secretary	6000.00	4866.42	1133.58
Project Teachers	10000.00	9465.00	535.00
Consultants	3500.00	2220.00	1280.00
Travel	2500.00	3062.06	562.06
Office Supplies	400.00		
Instructional Supplies	2400.00	3046.99	753.01
Printing	1000.00		
Individual Costs	2754.00	2408.05	345.95
	$37314.00	$33828.52	$3485.48

PHASE II EXTENSION

Phase II Extension - Acitivity Chart 1971 - 72

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Advisory Board			*	*	*	*	*	*	*	*	*	
Community Council	*	*	*	*	*	*	*					*
Program Peview	*	*	*	*	*	*	*	*	*	*	*	*
In-Service Education		*	*	*	*	*	*	*	*	*	*	
VCU Student Participation			*	*	*	*	*	*	*	*		
Special Education Classes			*	*	*	*	*	*	*	*	*	
Speech Therapist and Resource Teachers			*	*	*	*	*	*	*	*	*	
Disability Identification			*	*	*	*	*	*	*	*		
Program Guidance	*	*	*	*	*	*	*	*	*	*	*	*
Implementation Planning	*	*	*	*	*	*	*	*	*	*	*	*
Faculty Visitation				*	*	*	*	*	*	*	*	
Visitation by Other Professionals				*	*	*	*	*	*	*	*	
Information Dissemination	*	*		*	*	*	*	*	*	*	*	*
Prototype Planning	*	*					*	*	*	*	*	*

White spaces indicate little or no activity.

Asterisks indicate significant on-going activity.

PHASE III - PROTOTYPE PROGRAM

Phase III Prototype Program in Teacher Education

Project Personnel

The administrative structure remained unchanged as the project progressed to its fourth year, the beginning of the field based program. There was one change in personnel, the speech therapist; however, the position was filled at the beginning of the second semester by a person holding the Master's degree and ASHA certification in speech pathology. All other personnel remained in the positions they had held during the previous year.

The responsibilities of the coordinator and the Special Education teaching staff in Powhatan increased when 9 V.C.U. graduate students of Special Education became full time interns in the field based program (two additional graduate students became part-time interns in the program during the year). In addition to her roles as member of the V.C.U. faculty and supervisor of the special education program in Powhatan Public Schools, the coordinator assumed the responsibilities of advisor to the graduate students, planning and scheduling their programs with regard for previous experiences, and assumed the responsibility for three courses to be covered in the field based program.

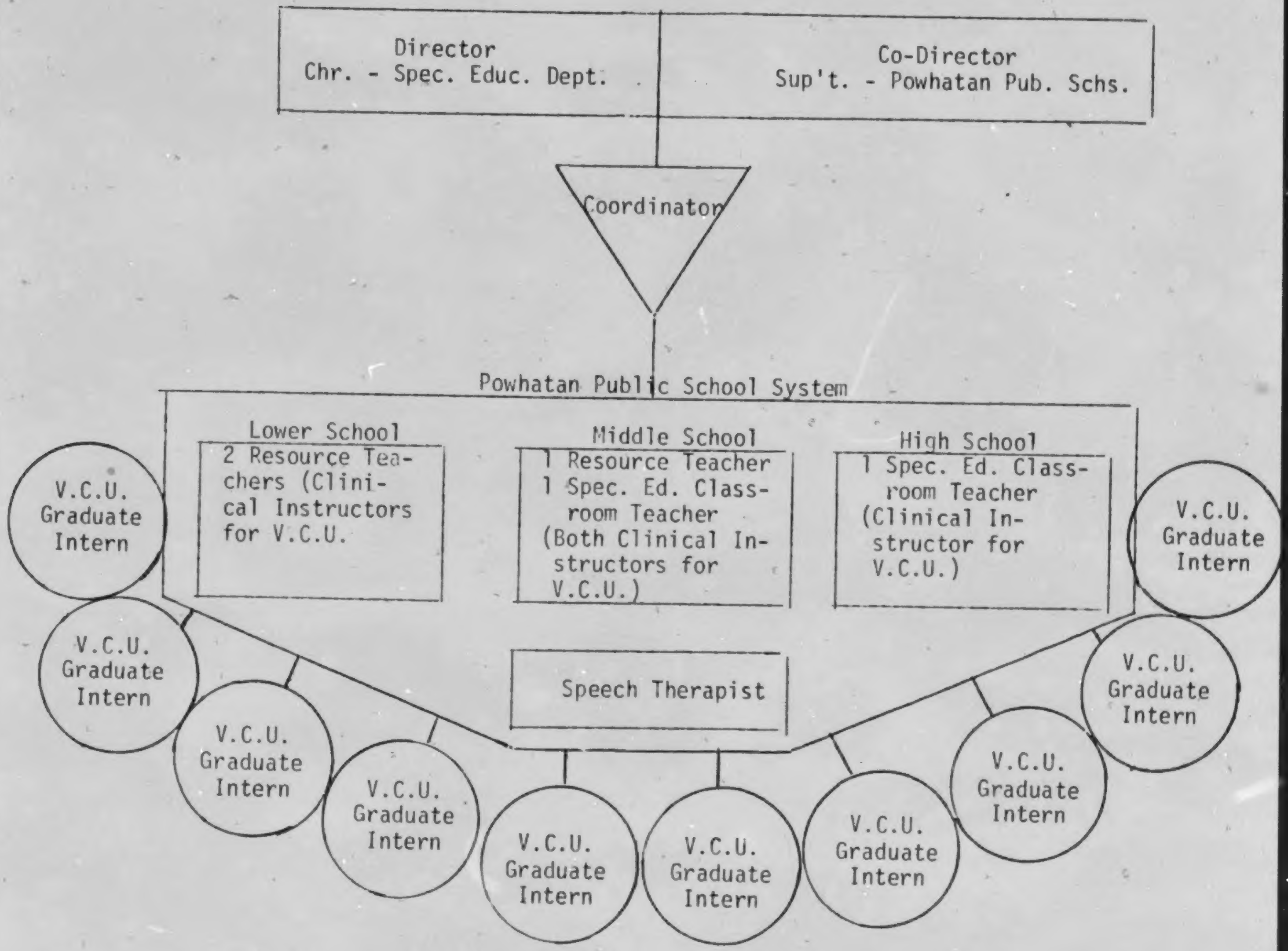
The teaching staff (resource teachers and special education classroom teachers) also became clinical instructors for Virginia Commonwealth University. In addition to their responsibilities described earlier (see Project Personnel under Phase II Extension), they became responsible for seeing that the content of assigned courses and appropriate related practicum experiences emerged from the activities planned for students assigned to them. Trained at the Master's degree level, each clinical instructor brought to the program a wealth of school related experiences and highly specialized training.

Consultants to the project included both service consultants paid from project funds and professional consultants who received no compensation for the time they gave to the project. Service consultants included a licensed psychologist and a child psychiatrist. Professional consultants included the entire faculty of Virginia Commonwealth University's Special Education Department, the Associate Dean and Assistant Dean, School of Education and a professor from the Department of Psychology.

The positions of project personnel and teaching staff and the distribution of teaching responsibilities have been demographically presented on the next two pages.

VIRGINIA COMMONWEALTH UNIVERSITY-POWHATAN PROJECT

PROTOTYPE MODEL


Director
Chr. - Spec. Educ. Dept.
Co-Director
Sup't. - Powhatan Pub. Schs.
Coordinator
Powhatan Public School System
Lower School
2 Resource Teachers (Clinical Instructors for V.C.U.
Middle School
1 Resource Teacher
1 Spec. Ed. Classroom Teacher
(Both Clinical Instructors for V.C.U.)
High School
1 Spec. Ed. Classroom Teacher
(Clinical Instructor for V.C.U.)
Speech Therapist
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern
V.C.U. Graduate Intern

—— continuous interaction

Note: It should be assumed that services of consultants, community resources and other faculty, continued throughout the project years and even until the present time.

PROJECT PERSONNEL

Name	Social Security No.	Position	Experience	Project Responsibility	% time to pro
Dr. Rizpah L. Welch	238-26-5412	Associate Professor Chairman, Special Education Dept.-VCU	Reg. Classroom & Spec. Ed. Teacher, Reading Clinician, Spec. Ed. Consultant, Univ. Professor, Chm. Dept. Spec. Ed.	Director	10
Dr. Nancy H. Fallen	443-24-4475	Assistant Professor	Classroom Teacher, Adjunct Faculty, Univ. Professor, Coordinator Student Teachers	Coordinator	100%
Mrs. Elizabeth G. Caldwell	227-07-5002	Secretary	Secretarial, Civic work in community	Secretary	100%
Mrs. Elizabeth H. Ball	229-28-4464	Resource Teacher Middle School	Kindergarten Teacher, Teacher Mentally Retarded, Resource Teacher	Resource Teacher Middle School and Clinical Instructor VCU	100% (two positions me to one)
Mrs. Patricia S. Jones	227-58-3604	Resource Teacher Lower School	Teacher of Emotionally Disturbed, Resource Teacher	Resource Teacher Lower School and Clinical Instructor VCU	100% (two pos tions me to one)
Mrs. Willie Gillenwater	255-38-1736	Spec. Ed. Classroom Teacher Middle School	Classroom Teacher, Spec. Ed. Teacher, Demonstration Class Teacher	Spec. Ed. Classroom Teacher and Clinical Instructor VCU	100% (two posi tions me to one)
Mrs. Marion Mock	339-22-6124	Spec. Ed. Classroom Teacher High School	Spec. Ed. Teacher Distar Trainee	Spec. Ed. Classroom Teacher and Clinical Instructor VCU	100% (two positions mer to one)
Mrs. Mary Ann Nash	261-36-4685	Resource Teacher Lower School	Classroom Teacher, Member Diagnostic Team, Chesterfield Diagnostic Center	Resource Teacher and Clinical Instructor VCU	100% (two positions me to one)
Mrs. Peggy Newsome	513-56-4538	Speech Therapist		Practicum	30%

INSTRUCTIONAL STAFF RESPONSIBILITIES

Dr. Fallen	Mrs. Gillenwater	Mrs. Moak	Mrs. Nash	Mrs. Ball	Mrs. Jones
Coordinating Project Plans	Language Arts for the M.R.	Review of Research (M.R.)	Classroom Management Emotionally Disturbed	Review of Research (E.D.)	Teaching E. Children
Teaching on Campus (1 Class)	Survey of Spec. Education	Remedial Reading	Psycho-educational Diagnosis	Remedial Arithmetic	Methods of Clinical Instruction
Seminar in Child Development	Teaching the Mentally Retarded			Characteristics of Emotionally Disturbed	Characteris of Children with Learni Disabilitie
Problems in Special Education					
Char. of M. R.					

Objectives

The over-all objectives of the prototype program not only reflect those of the total project (Cooperative University-School Division Planning to Develop a Special Education Practicum Laboratory in a Rural Setting) but also those of the parent on-campus program: to prepare personnel with the competencies needed to work successfully with handicapped children or with children whose educational difficulties could lead to handicapping conditions. The foci of the field based program have been mental retardation, emotionally disturbed, and learning disabilities as they are on campus. The following materials, extracted from official documents of Virginia Commonwealth University, describe in detail the goals of the Department of Special Education and the three programs it offers.

Program Objectives

A. The primary goal of the Department of Special Education, Virginia Commonwealth University, is to prepare personnel with the competencies to successfully teach handicapped children in the area of learning disabilities, emotional disturbance, and mental retardation. A second goal is to offer service courses in other areas of handicapping conditions such as hearing impaired and crippling conditions. A third goal of the department is to prepare teachers, who, in addition to acquiring skills in specific areas, will possess competencies which will enable them to work effectively with children who are experiencing difficulty in educational programs as a result of varying handicapping conditions. Particular emphasis is placed on developing teachers in a variety of capacities. It is a major departmental objective to provide quality instruction for all handicapped children through its offerings of degrees and courses to students who are preparing themselves to become teachers of these children.

Area - Mental Retardation

The major objective of the program in the area of Mental Retardation is to prepare teachers, at the bachelors and masters levels, with the competencies to successfully teach mentally retarded children in the public schools. The department of Special Education in this University has developed from a philosophy which views special education as an integral part of general education. As such, teachers of the mentally retarded need many of the basic competencies of teachers in general education as well as specific preparation for effectively teaching the mentally retarded. Specifically, teachers of the mentally retarded should be well grounded in:

A. General academic studies: Humanities

B. General professional education: particularly the areas of educational foundations; human growth and development; public school curriculum; and language development.

C. Special professional education: particularly, an overview of the field of special education and exceptional children; educational evaluation and measurement of the mentally retarded; the nature and needs of the mentally retarded; curriculum and methodology for teaching the mentally retarded; differential psychology; and practicum experiences in a variety of settings.

The mentally retarded population consists of those individuals with problems in adaptive behavior (AAMD), in learning, maturation and social adjustment, accompanied by sub-normal intellectual functioning, all of which have been determined through extensive evaluative processes.

The professional skills to be developed by the prospective teachers include:

Program Objectives

Area - Mental Retardation

A. A sensitivity to the particular educational, emotional, social and vocational needs and opportunities for the mentally retarded

B. Skill in interpretation and use of the findings of the various diagnosticians who aid in evaluating mentally retarded children and importantly, skill in classroom evaluation for the purposes of determining the curriculum and teaching procedures for individual children as well as for classes of mentally retarded children

C. Mastery of a variety of educational techniques, activities, methodologies, and materials appropriate for teaching the mentally retarded

D. Awareness of the community agencies and their services as they relate to the total adjustment of the mentally retarded

E. Skills in working successfully with parents in order that the educational programs of the schools may be supported and/or enhanced by the home

F. Ability to work effectively and harmoniously with total school staff in providing optimum educational experiences both within and without the special class

Placement settings for practicum include diagnostic facilities, settlement houses, rural and inner city schools and institutions. Involvement with children includes observation, individual case study, tutoring, small-group teaching, and serving as teacher aides and assistants. These activities are a part of each special education course. The culminating experiences, for each student, in addition to the above, will be a full-time student teaching and/or internship experience in a public school class for either the "trainable" or "educable" mentally retarded dependent upon the professional objective of the student, followed by an Advanced Practicum as a teacher's assistant.

In keeping with the philosophy and goals of the program, curriculum in the area of the mentally retarded is designed to provide the prospective teachers with a background in liberal arts, general professional education and special professional education, toward the end that they will function effectively in classrooms for the mentally retarded in regular public schools. Practicum experiences are carefully selected to enhance the formal course work of each student and to provide continuously deepening and more responsible experiences with the types of children they will ultimately teach. In order to provide these particularly significant pre-student teaching practica experiences, two methods have evolved. First,

Program Objectives

Area - Mental Retardation

as an integral part of each special education course, students are engaged in a variety of experiences ranging from observation through one to one and small group tutorial or remedial assistance. The determining factor in making these assignments is the student's level of sophistication in terms of professional training. Secondly, and as a significant part of the curriculum in the area of mental retardation, undergraduate students must take, for variable credit, two semesters of practicum which is taken concurrently with course work. The culmination of these experiences is the student teaching and teacher assistant assignments during which integration of previous experiences is made. During these experiences, each student attends seminars weekly with the University supervisor as well as a daily conference with his supervising teacher.

Although the program is geared essentially to the preparation of teachers for public school settings, the training is appropriate for employment in residential schools and state institutions for the mentally retarded. Also, students at the masters level particularly are prepared to function as resource teachers as well as special class teachers. As resource teachers, they would provide supportive instruction for educable mentally retarded children who are regular class based. They would also assist the teacher and other school personnel in planning and executing appropriate programs of instruction.

Program Activities

In the seven years of its existence, the Special Education Department has experienced widespread growth and development. The offerings of the department have been expanded to include a bachelors degree in the area of mental retardation and specific endorsement in the areas of emotional disturbance and learning disabilities. The goals of the department are evaluated annually to insure that they are meeting the needs of the Virginia Commonwealth University student population as well as the public school population in the Commonwealth of Virginia.

Optionally dual preparation programs in special education - elementary education, and special education - secondary education, can be developed with the approval of the student's advisor and the head of the department involved.

The major competencies expected of graduates in the area of mental retardation are as follows:

1. They must be sensitive to the particular educational, emotional, social and vocational needs and opportunities of the mentally retarded.
2. They must be competent in the interpretation and use of the findings of the various diagnosticians who aid in evaluating the mentally retarded. They are expected to know how to proceed with classroom evaluations for the purpose of determining the curriculum and teaching methods appropriate for individual children as well as for groups of mentally retarded children in self-contained classrooms.
3. Graduates are expected to be well equipped with a variety of educational techniques, activities, methodologies, and materials appropriate for teaching the mentally retarded.
4. They should be aware of the community agencies and their services as they relate to the total adjustment of the mentally retarded.
5. Graduates are expected to build rapport and work successfully with parents in order that the educational programs of the school may be supported and/or enchanced by the home.
6. All graduates are expected to possess the ability to work effectively and harmoniously with the total school staff in providing optimum educational experiences both within and without the special class.

Listed below is a course sequence summary for each level offered in the area of mental retardation, term by term and the names of Special Education faculty members assigned to each course:

Program Activities

UNDERGRADUATE

SOPHOMORE		First Semester	Second Semester	Name of Faculty
*Education 300	Foundations of Education	-	3	
*Education 451	Survey of Special Education	-	3	Dr. Goodman & Miss Kulesza
Elective		-	3	
JUNIOR				
*Education 301	Human Development & Learning	3	-	
*Education 420	The Elementary School OR	3	-	
Education 436	The Secondary School			
*Educ./Eng. 350	Early Childhood Literature OR	3	-	
Educ./Eng. 351	Children's Literature			
*Education 310 (04)	Supervised Practicum (Both Semesters)	2	2	Mrs. Harrison
*Education 456	Characteristics of the Mentally Retarded	3	-	Miss Kulesza Dr. Parashar
*Education 480	Human Interaction in Teaching	3	-	Dr. Garner
*Education 426	Teaching of Reading	-	3	
*Education 461	Teaching the Mentally Retarded	-	3	Dr. Parashar Mr. Lolley
*Education 467	Language Arts for the Mentally Retarded	-	3	Mrs. Harrison
*Psychology 305	Educational Psychology	-	3	
*Speech 308	Speech for Teachers	-	3	
SENIOR YEAR				
*Education 401	Pupil Evaluation	3 (block)	-	Dr. Parashar
*Education 490	Seminar	3 (block)	-	
*Health Education 305	School and Community Hygiene	3 (block)	-	
*Education 487	Supervised Teaching	6	-	Mr. Lolley
*Art Education 301	Art for Elementary Teachers	-	3	
*Physical Education 495	Corrective and Adaptive Phy. Edu.	-	3	Mrs. Royster
*Education 488 (04)	Supervised Practicum - Advanced	-	3	Dr. Welch
*Music 485	Music for Elementary Teachers	-	3	
Elective		-	3	

*Faculty names are not listed because these courses are offered through other departments and schools within the University.

UNDERGRADUATE

ELECTIVES: Psychology 301/302 - Child or Adolescent Psychology
Psychology 303 - Mental Hygiene
Psychology 427 - Psychology of the Handicapped
Arts & Crafts 313 - Educational and Recreational Crafts
Education 402 - Guidance
Education 457 - Characteristics of the Emotionally Disturbed
Education 460 - Teaching the Disadvantaged
Education 463 - Teaching the Slow Learner
Education 466 - Remedial Reading

MASTER OF EDUCATION - SPECIAL EDUCATION (MENTALLY RETARDED)

A minimum of 33 semester hours of credit is required for the Master of Education degree. The distribution of credit is as follows:

A. Foundations (9 hours)

*1) Psychological (3 hours)
*2) Philosophical, historical, sociological (3 hours)
*3) Research (3 hours)

B. Area of Specialization

Survey of Special Education - Dr. Goodman & Miss Kulesza
Pupil Evaluation (Tests & Measurements) - Dr. Parashar
Characteristics of the Mentally Retarded - Miss Kulesza and Dr. Parashar
Teaching the Mentally Retarded - Mr. Lolley and Dr. Parashar
Language Arts for the Mentally Retarded - Mrs. Harrison
Internship - Miss Kulesza

C. Related Areas (6 hours)

*Arts and Crafts
*Mental Hygiene
*Psychology of Exceptional Children
*Rehabilitation Teaching
Remedial Reading - Miss Kulesza
Characteristics of the Emotionally Disturbed - Dr. Garner

D. Thesis or Additional Coursework (6 hours)

Courses suggested in lieu of thesis:

Problems in Special Education - Dr. Goodman
Review of Research in Mental Retardation - Dr. Parashar

*Faculty names are not listed because these courses are offered through other departments and schools within the University.

Since the M.Ed. degree cannot be completed in one academic year, the semester in which courses are taken varies with each individual. All courses are taught both semesters. Also, the curriculum outlined above is illustrative and a minimum sequence rather than prescriptive since the prior training and experiences of a graduate student are taken into account in program planning. The order in which the courses are presented indicates the sequence in which they are normally taken. In most instances, required courses have been taken at the undergraduate or special student level, thus allowing for greater individualization and strength in each student's program.

Program Activities

Area - Emotional Disturbance

The primary goal of the teacher training program in the area of the emotionally disturbed at Virginia Commonwealth University is the development of highly trained and skilled master teachers to meet the educational and school mental health needs of children who are experiencing difficulty functioning in educational programs as a result of emotional maladjustment. Particular emphasis is placed on developing teachers capable of functioning within the public school in a variety of capacities. Among these are: (a) as a resource agent, able to consult with regular class teachers, principals, and ancillary personnel in the development of appropriate educational programs for emotionally disturbed children, (b) as a teacher, skilled in both school mental health concepts and teaching methodology, who will provide service to individual or small groups of children on a tutorial and/or remedial basis, (c) as a crisis teacher, trained to relieve the child, the teacher and/or the school when situations warrant intervention in order to avoid or interrupt an emotionally charged situation.

It is recognized that need does exist for the preparation of teachers who will work in special class settings and treatment facilities. However, it is felt that by training teachers to function in a crisis teacher capacity, these individuals would be equally well qualified to assume positions in self-contained classrooms if local demands, in terms of school programming policies, warrant and require persons capable of working in these settings.

In implementing a masters degree program for teachers of the emotionally disturbed, it was imperative that a decision be made as to whether such a degree: (a) represents an advanced professional degree, insuring that the holder has attained competencies beyond those normally expected of the undergraduate teachers, or (b) represents the basic competencies for teaching the emotionally disturbed. The position taken by the Special Education Department of Virginia Commonwealth University is that of the former. Thus, persons admitted into the program should have completed their undergraduate work; have demonstrated their ability to produce the caliber of work required of advanced degree education; and have attained a level of maturity which will enable them to work effectively with the disturbed child. Graduate training consists of refinement and adaptation of existing skills, as well as the learning and mastery of new skills, methodology, and theory as they relate to the education of the emotionally disturbed child in particular.

Virginia Commonwealth University does not propose the establishment of an undergraduate program leading to a degree in teaching the emotionally disturbed. However, at this time, school divisions are maintaining special classes for the disturbed, and are being forced into staffing these classes with teachers who have, generally, little or no training in the area. As a result of these practices by the public schools in Virginia, there is an immediate need to provide these in-service teachers with skills in teaching the disturbed child. Therefore, Virginia Commonwealth University provides to those persons who: (a) have earned a B.S. degree, and (b) have had at least one year of successful teaching, an opportunity to fulfill Virginia's Collegiate Professional Certification requirement including the Specific Endorsement Requirements to teach the emotionally disturbed.

This position is not seen as being in opposition to our philosophy of educating teachers at the masters degree level only, but rather as a strength to the degree program. That is, in-service teachers who may be currently ineligible for admission to the graduate program may be counseled into electing basic core courses which would ultimately lead to certification in teaching the emotionally disturbed. This procedure serves the twofold purpose of: (a) fulfilling the very real need for teachers certified to teach the emotionally disturbed, and (b) providing the University with a screening pool for potential masters degree candidates. Further, by providing the school systems with teachers who have met the Specific Endorsement Requirements set up by the Virginia State Department of Education, two other positive aspects result:

1. The children who are presently, or will be assigned to special class placements, will be under the supervision of teachers who are better qualified to meet their needs.

2. Those students who earn the masters degree in teaching the disturbed are more likely to be utilized in ways that are best suited to them as a result of their training. That is, since the schools will have the opportunity to employ degree holding teachers who have met endorsement requirements to staff their special classrooms, the masters degree teachers will be available to work as helping and/or crisis teachers.

The impact of this procedere should result in an orderly transition within the public schools from maintaining special classes for all children deemed to be emotionally disturbed, to a reduction of the numbers of these classes as more and more children are maintained in their regular class placement with the asistance of the crisis teachers.

In summary, the goals and philosophy of the program in the area of the emotionally disturbed are to educate teachers well qualified to assume responsibilities for innovative programming for children based on the individual child's unique needs.

While it is recognized that special class or residential placement may be indicated for some disturbed children, the trend toward keeping children in regular class when possible provides a mandate to teacher training institutions to supply the schools with personnel who, by virtue of their training, can assist the child, the regular class teacher, and the school to maintain the child in regular class and at the same time provide him with an optimum school experience.

As stated earlier, the goal of the program is to provide to the schools, teachers who are knowledgeable in the techniques of evaluation and mediation or remediation of both behavior and learning disorders as they relate to the disturbed child's ability to function in an educational placement. To this end, the students engage in both formal in-class activities and a variety of practicum experiences.

In practicum emphasis is placed on closely supervised, specifically planned experiences. Beginning with strictly observational experiences, the students progress through varying degrees of student involvement culminating in an intensive internship individually planned. All practicum experiences include concurrent seminar sessions.

The Handicapped Population Defined:

According to Bower, emotional disturbance refers to behavior which is limited, inflexible, and restricted. As a result of these limitations and inflexibilities, the individual's relative freedom of choice in social and educational endeavors is reduced. Thus the emotionally handicapped individual demonstrates an increased susceptibility to behavioral difficulties and interpersonal frictions. This reduction in the child's degree of freedom in choices of behavior may manifest itself in one or more of the following behavioral patterns:

1. An inability to learn which cannot be adequately explained by intellectual, sensory, neurophysiological, or general health factors.
2. An inability to build or maintain satisfactory interpersonal relationships with peers or teachers.
3. Inappropriate or immature types of behavior or feelings under normal conditions.
4. A general pervasive mood of unhappiness or depression.
5. A tendency to develop physical symptoms, such as speech problems, pains, or fears, associated with personal or school problems.

The population with whom the student is trained to work consists of that group of children, who, by reason of their behavioral and/or learning difficulties which are not attributable to mental retardation or neurological impairment, cannot profit from continued placement in the regular class under the guidance and direction of the regular class teacher alone.

In educating teachers to work with that group of children whom we refer to as emotionally disturbed, we are much less concerned with the purity and homogeneity of diagnostic categorization, and much more concerned in meeting the needs of children whose behavior and subsequent learning difficulties are of such magnitude that they interfere with the child's orderly programs toward self-realization, self-actualization and feelings of worth and accomplishment.

Professional Skills to be Developed:

The professional skills to be developed in the training program will have as their emphases:

A. Development of a sensitivity to the educational and emotional needs of individual children, based, in part, on an understanding of possible motivations or causes of behavior.

B. Skill in assessment and remediation or mediation of learning difficulties or disabilities. Included here will be the development of skills in planning and carrying out prescriptive programs for individuals or for groups of children.

C. Mastery of a variety of educational techniques, activities, methodologies and materials which are appropriate for the teaching of the emotionally disturbed. Rather than focusing on any one specific theory or methodology, students will be brought into contact with, and encouraged to utilize, a truly eclectic approach to the education of disturbed children.

D. Development of skills in managing and modifying the child's behavior in an educational setting.

E. Knowledgeability in the basic medical, psychological, and sociological aspects of emotional disturbance. In addition, students will become aware of the role and function of the various other disciplines which are involved with the disturbed child in order to better facilitate a truly inter-disciplinary approach to the child.

F. Awareness of the various community agencies available to provide services to the child and the school.

Program Activities

Area - Emotional Disturbance

G. Development of skills in working with the regular school personnel in effecting a total school program for the emotionally disturbed child.

Program Activities

The major role or function for which a student will be prepared upon completion of the program in emotional disturbance can be shown through the following expected competencies:

1. Each graduate is expected to have developed a sensitivity to the educational and emotional needs of children, based, in part, on an understanding of possible motivations or causes of behavior.

2. Competency in the intelligent assessment of diagnostic procedures and remediation or mediation of learning difficulties or disabilities is expected. The graduate should be able to plan and carry out prescriptive programs for individuals or for groups of children.

3. Graduates are expected to have gained mastery of a variety of educational techniques, activities, methodologies, and materials which are appropriate for the teaching of the emotionally disturbed.

4. Graduates should be skilled in managing and modifying the child's behavior in an educational setting.

5. Knowledgeability in the basic medical, psychological, and sociological aspects of emotional disturbance is expected. The graduates are also expected to be aware of the role and function of the various other disciplines which are involved with the disturbed child in order to better facilitate a truly interdisciplinary approach to the child.

6. Awareness of the various community agencies available to provide services to the child and school is a must.

7. All graduates are expected to be capable of working with regular school personnel in effecting a total school program for the emotionally disturbed child.

MASTER OF EDUCATION - SPECIAL EDUCATION (EMOTIONAL DISTURBANCE)

A minimum of 33 semester hours of credit is required for the Master of Education degree in the area of Emotional Disturbance. The distribution of credit is as follows:

A. Foundations (9 hours)

    *1) Psychological (3 hours)
    *2) Philosophical, historical, sociological (3 hours)
    *3) Research (3 hours)

Program Activities

B. Area of Specialization (Approximately 18 hours)

Survey of Special Education - Dr. Goodman & Miss Kulesz
Pupil Evaluation (Tests & Measurements) - Dr. Parashar
Characteristics of the Emotionally Dist. - Dr. Garner
Teaching the Emotionally Disturbed - Dr. Goodman
*Human Development & Learning
Remedial Reading - Miss Kulesza & Dr. Welch
Classroom Management of Dist. Chld. - Dr. Garner
Internship (6 hours) - Dr. Goodman & Dr. Garner

C. Related Areas (6 hours)

*Juvenile Delinquency
*Mental Hygiene in Classroom
*Psychology of Exceptional Children
*Arts & Crafts
Remedial Arithmetic - Dr. Schoonover
*Rehabilitation Techniques
Psycho-Educational Diagnosis - Dr. Fallen
Methods of Clinical Teaching - Dr. Fallen & Dr. Schoonov

D. Thesis or Coursework (6 hours)

Courses in lieu of thesis:

Problems in Special Education - Dr. Goodman
Review of Research in Emotional Dist. - Dr. Garner

*These course are taught by persons in other schools and departments.

Program Activities

Area - Learning Disabilities

The goals and objectives of the program in the area of learning disabilities are to develop competent, well-qualified master teachers who are equipped to meet the needs of children with learning disabilities. Particular emphasis is placed on training teachers who are capable of functioning within the public school in a variety of capacities. Among these are: (a) as a resource teacher, able to recognize the educational and social problems of children with learning disabilities, (b) as a teacher, skilled in the ability to advance open-ended methodology and attitudes toward their solution, (c) as a resource teacher, able to consult with regular class teachers, principals, and ancillary personnel in the development of appropriate educational programs for children with learning disabilities, (d) as a teacher, skilled in psycho-educational diagnosis, and teaching methodology, who will provide services to individuals or small groups of children on a tutorial and/or remedial basis.

The Special Education Department of Virginia Commonwealth University believes that a masters degree in Learning Disabilities should represent an advanced professional degree, insuring that the holder has attained competencies beyond those normally expected of the undergraduate degree holder. Therefore, persons admitted into the program would be students who have completed their undergraduate work; who have taught for a period of two or more years; who have demonstrated their ability to produce the caliber of work required of advanced degree education, and who have attained a level of maturity which will enable them to work effectively with children who have learning disabilities. Graduate training will consist of refinement and adaptation of existing skills, as well as the learning and mastery of new skills, methodology,and theory as they relate to the education of the learning disabled child in particular.

Virginia Commonwealth University does not propose the establishment of an undergraduate program leading to a degree in the area of learning disabilities. However, at this time school divisions are making special provisions for the education of children with learning disabilities, and are being forced to hire teachers who have, generally, little or no training in the area. As a result of these practices by the public schools in Virginia, there is an immediate need to provide these in-service teachers with skills in teaching the child with learning disabilities. Therefore, Virginia Commonwealth University provides to those persons who: (a) have earned a bachelor's degre, and (b) have had at least two years of successful teaching an opportunity to fulfill Virginia Collegiate Professional Certification including the Specific Endorsement requirements to teach a child with learning disabilities.

The Handicapped Population Defined:

Program Activities

Area - Learning Disabilities

The learning disabled shall be defined as follows:

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage.[1]

The Virginia State Department of Education, Special Education Services, has further detailed the description of children with learning disabilities as follows:

1. These children's handicaps are in learning processes and are revealed primarily in skills taught in schools. Although education is the discipline fundamentally responsible for instruction other disciplines contribute to the understanding of their disabilities.

2. The nature of children with learning disabilities is complex. No single profile of abilities-disabilities represents this group. Heterogenity must be expected.

3. Children with learning disabilities require individually tailored educational plans. Some require twenty-four hour programming when first identified; others need modifications of the educational program which can be provided by the classroom teacher. The educational plan needs to consider implications from all contributing disciplines and balance many factors into an integrated design for steady, successful progress.[2]

Competencies to be designed in the teacher education program:

A. Consulting and Coordinating Activites

   1. Diagnostic Skills

      The student preparing to work with the learning disabled children will be expected to develop competencies in:

      a. the use of many diagnostic tools including educational tests of all kinds, sociometrics, interviews and observations.
      b. the use of information reported in the protocols of individual psychological tests.

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[1] First Annual Report National Advisory Committee on Handicapped Children, (January 31, 1968). U.S. Department of Health, Education and Welfare.

[2] Services for Exceptional Children (May, 1970). Special Education Services, State Department of Education, Richmond, Virginia

Program Activities

Area - Learning Disabilities

c. delination of relevant information extracted from academic history.

d. the development and interpretation of a definitive educational evaluation with implications for programming, including choice of placement, methods and instructional materials.

e. recognition of early signs of learning problems.

2. Programming

The student is expected to achieve competencies in the following areas:

a. Using diagnostic data as the basis for sound and realistic program development.

b. Developing appropriate methods of instruction.

c. Selecting useful instructional materials.

d. Providing assistance with a choice of educational setting and teaching milieu.

e. Testing and adjustment of the program to assure its workability.

f. Discussing, interpreting and demonstrating, if necessary, complete plan of work to the classroom teacher.

g. Establishing criteria for re-evaluation and re-adjustment of program with regard for effectiveness, sequential development and/or curriculum content.

h. Counseling with parents to help them to understand the school program and ways of providing supportive treatment at home.

i. Interpreting the needs of children with Learning Disabilities to teachers and administrators.

B. Special Teaching Activities

The student is expected to achieve competencies in the following areas:

1. Implementing specialized instruction on part or full-time basis with those children whose handicapped conditions require significant modification of the educational program from that of the regular class.

2. Maintaining definitive records for use of others involved in the child's life.

3. Consulting with classroom teacher concerning classroom behavior special needs of the child, grades, etc.

4. Determining need for transition from one placement to another, need for assistance from other diagnosticians.

Program Activities

Area - Learning Disabilities

Settings in which competencies can be utilized:

Virginia Commonwealth University's Special Education Department is in a unique position to provide a well rounded and varied practica sequence to its students. One outgrowth of planning by the staff is the development of the department's own practicum facility for resource teachers in the area of Learning Disabilities. This has grown out of the University School System Cooperative Project in a Rural Setting which is known as the Powhatan Project. This program was funded as a special project, by the U.S. Office of Education under P.L. 91-230, and is now a part of the regular departmental operation. Selection of other settings are determined by the student's own professional interests, experiences, and level of sophistication in working with children with learning disabilities. In addition, selection of settings and kinds of experiences are in keeping with the philosophical goals of the Special Education Department. These additional settings include public schools, diagnostic facilities, settlement houses, and institutions.

Program Activities

The major role or function for which a student will be prepared upon completion of the program in learning disabilities is to become competent, well-qualified master teachers who are equipped to meet the educational needs of children with learning disabilities.

Major competencies expected of graduates in the area of Learning Disabilities are:

1. All graduates are expected to possess knowledge of how to use a variety of diagnostic tools including educational tests of all kinds, sociometrics, interviews, and observations.
2. They should know how to make use of information reported in the protocols of individual psychological tests.
3. They should be skilled in the delineation of relevant information extracted from academic history.
4. Graduates are expected to be competent in the development and interpretation of a definitive educational evaluation with implications for programming, including choice of placement, methods and instructional materials.
5. They are expected to be able to recognize early signs of learning problems.
6. The graduate is expected to be competent in using diagnostic data as a basis for sound and realistic program development, developing appropriate methods of instruction, and selecting useful instructional materials.
7. Each graduate is expected to be able to establish criteria for re-evaluation and re-adjustment of a program with regard for effectiveness, sequential development, and/or curriculum content.
8. Graduates are expected to be able to counsel with parents and help them understand the school program and ways of providing supportive treatment at home.
9. Competency is expected in the ability to interpret the needs of children with learning disabilities to other teachers and administrators.

MASTER OF EDUCATION - SPECIAL EDUCATION (LEARNING DISABILITIES)

A minimum of 33 semester hours of credit is required for the Master of Education degree in the area of Learning Disabilities. The distribution of credit is as follows:

Program Activities

A. Foundations (9 hours)

- *1) Psychological (3 hours)
- *2) Philosophical, historical, sociological (3 hours)
- *3) Research (3 hours)

B. Area of Specialization (Approximately 18 hours)

Survey of Special Education - Dr. Goodman & Miss Kulesza
Psycho-Educational Diagnosis - Dr. Fallen
*Advanced Ed. Psychology
Characteristics of Learning Disabilities - Dr. Schoonover
Methods of Clinical Teaching - Dr. Fallen & Dr. Schoonover
Techniques of Remediating Specific Language Disorders - Dr. Welch
Internship (6 hours) - Dr. Welch, Dr. Fallen & Dr. Schoonover

C. Related Areas (6 hours)

Remedial Reading - Miss Kulesza & Dr. Welch
Remedial Arithmetic - Dr. Schoonover
*Abnormal Psychology
Other - Characteristics of M.R. or E.D. - Dr. Garner, Dr. Parashar, and Miss Kulesza

D. Thesis or Coursework (6 hours)

Courses in lieu of thesis:

Problems in Special Education - Dr. Goodman
Review of Research in Learning Dis. - Dr. Welch

*These courses are taught by persons in other schools and departments.

Further goals were established with regard for the present special education program made possible through Phase I and Phase II of the V.C.U.-Powhatan Project. They were as follows: 1) to maintain the special education program in Powhatan; 2) to continue screening entering pupils for signs of potential problems; 3) to continue present level of cooperative involvement with teachers, parents, administrative staff and agencies in the county; 4) to study and test instructional materials to determine how they may be used effectively; and 5) to disseminate information relevant to the project design and successful instructional procedures by various means including the making of a film.

The objectives specific to the proposed program were as follows: 1) to develop and test an alternate plan of teacher preparation for the education of handicapped children; 2) to assess the strengths and weaknesses of the two teacher preparation models for comparison (from which a third plan could emerge); and 3) to disseminate information gained from the study.

Expected outcomes were related to the development of teacher competencies as the program progresses. They are as follows: Teachers in training must demonstrate 1) the ability to gain relevant information concerning the child, his problem and his personal needs through the use of a variety of tools including observation, interviewing, sociometric devices, school work, school records, test scores, social history, task analysis and process analysis; 2) the ability to translate this information into appropriate educational programming, including the sequencing of instruction, alternative methodologies, selection of instructional materials, and evaluation techniques; 3) an understanding of individual differences and their relationship to effective schooling; 4) skill in the use of a variety of educational techniques, methodologies, activities, and materials to implement the program planned; 5) a sensitivity to learning problems, establishing the criteria for re-evaluation and readjustment of the problem including school placement; 6) ability and willingness to work with people of all ages whether they be members of the school program, project staff, parents, or ancillary services staff; 7) skill in classroom management and modifying deviant behavior; 8) understanding of the need for and availability of ancillary services for handicapped children; 9) knowledgeability in the basic medical, psychological and sociological aspects of handicapping conditions; 10) the ability to interpret the needs of children with learning problems to other teachers and administrators; 11) competence in designing evaluation techniques relative to the effectiveness of internships based on curriculum of graduate studies in special education.

Procedures for Developing the Prototype Program of Teacher Education

At the end of Phase II of the project, the Powhatan Public Schools, the community, the Special Education Department at Virginia Commonwealth University, and the special education program in the Powhatan Schools had reached a state of readiness for the implementation of a field based program of teacher training. The steps or procedures used to establish the program were as follows:

Selection of Students. The offerings of the department were outlined to students entering a program of graduate studies in Special Education, the field based program was described as an alternative to the traditional on-campus program. No attempt was made to hide its newness; in fact, it was described as an adventure and an opportunity to shape future alternative programs. Students expressing an interest in the program and presenting themselves as possible candidates were carefully screened for personality traits which might be objectionable to Powhatan School personnel. Traits of maturity, flexibility, and self-directedness were deemed desirable.

Nine full-time graduate students were selected to participate in the field-based program. Two additional students earned six semester hours of internship during the Spring Semester. Included were three males and eight females with undergraduate degrees from a variety of disciplines. Only one student had earned a degree in Education, and she was the only student with classroom experience. The students' names, their degree emphasis and other state endorsements sought have been charted as follows:

FUNDED GRADUATE STUDENTS IN POWHATAN

Name	Degree Emphasis	Other Endorsement
Mrs. Nancy Allen	Emotionally Disturbed	Learning Disabilities
Mrs. Anne Bookbinder	Emotionally Disturbed	Learning Disabilities
Mr. Barry Isenberg	Emotionally Disturbed	---
Mrs. Marylud Bayne	Emotionally Disturbed	Learning Disabilities
Mrs. Antionette McClure	Emotionally Disturbed	Learning Disabilities
Mr. Richard Adams	Mental Retardation	---
Mrs. Karen Swann	---	Learning Disabilities
Miss Melanie Ehrenwald	Emotionally Disturbed	Learning Disabilities
Mr. Alexander Skidmore	Mental Retardation	---
Miss Rita Jennings	Emotionally Disturbed	Learning Disabilities
Mrs. Margaret Loving	---	Learning Disabilities

STUDENTS IN POWHATAN
Fall Semester

Edu. 567 Language Arts for the M. R.

Richard Adams

*Edu. 603 Seminar in Child Development

Marylud Bayne
Barry Isenberg

Edu. 672 Internship Section 1

Anne Bookbinder
Richard Adams
Melanie Ehrenwald
Barry Isenberg
Antionette McClure
Alex Skidmore

Edu. 664 Review of Research M.R.

Richard Adams
Alex Skidmore

Edu. 551 Survey of Special Education

Anne Bookbinder
Antionette McClure
Alex Skidmore

Edu. 561 Teaching the M.R.

Richard Adams

Edu. 568 Psycho-educational Diagnosis

Nancy Allen
Richard Adams
Anne Bookbinder
Antionette Magaletta McClure
Barry Isenberg
Alex Skidmore

Edu. 562 Teaching the E.D.

Marylud Bayne
Nancy Allen
Melanie Ehrenwald
Antionette McClure

*Edu. 673 Classroom Management of the Disturbed

Marylud Bayne
Barry Isenberg

Edu. 661 Char. of the L.D.

Edu. 672 Section 2 Internship

Marylud Bayne
Nancy Allen

Edu. 671 Review of Research

Marylud Bayne
Nancy Allen
Melanie Ehrenwald
Anne Bookbinder
Barry Isenberg

Edu. 557 Char. of L.D.

Anne Bookbinder
Melanie Ehrenwald
Antionette McClure
Barry Isenberg

Edu. 556 Char. of M.R.

Alex Skidmore

*One or the other.

STUDENTS IN POWHATAN

Spring Semester 1973

EDU. 672, Sec. 1 Internship (3 Hrs.)
Richard Adams
Barry Isenberg
Anne Bookbinder
Antionette McClure
Melanie Ehrenwald
Alexander Skidmore

EDU. 672 Internship in L.D. (6 Hrs.)
Nancy Allen
Marylud Bayne
Karen Swann

EDU. 672 Internship in E.D. (6 Hrs.)
Rita Jennings

EDU. 569 Remedial Arithmetic
Richard Adams

EDU. 673 Classroom Man. of E.D.
Nancy Allen
Anne Bookbinder
Antionette McClure
Melanie Ehrenwald

EDU. 566 Remedial Reading
Richard Adams
Barry Isenberg
Anne Bookbinder
Antionette McClure
Melanie Ehrenwald

EDU. 668 Methods of Clinical Teaching
Nancy Allen
Marylud Bayne

EDU. 561 Teaching the M.R.
Alex Skidmore

EDU. 562 Teaching the E.D.
Anne Bookbinder

EDU. 551 Survey of Spec. Ed.
Rita Jennings
Karen Swann

EDU. 693 Seminar in Child Devel.
Marylud Bayne
Barry Isenberg
Richard Adams
Alex Skidmore
Melanie Ehrenwald

EDU. 662 Problems in Sp. Educ.
Richard Adams
Barry Isenberg
Marylud Bayne
Alex Skidmore
Melanie Ehrenwald

EDU. 567 Language Arts for the M.R.

Alex Skidmore

EDU. 671 Review of Research
Antionette McClure

EDU. 557 Char. Em. Dist.
Rita Jennings

EDU. 661 Char. of L.D.
Antionette McClure

Planning Graduate Programs

a. Instructional Program: Course Offerings and Requirements
What courses could be covered in the field-based program depended upon the experience and training of the project personnel and the teaching staff. Because of their professional preparation and varied school related experiences, both the Director and the Project Coordinator were able to provide support and direction to the entire school program which in turn has made the Powhatan Schools an appropriate setting for the field-based program. The professional preparation of the clinical instructors has been extensive, providing them with the qualifications and knowledge needed to direct the studies and in-school experiences of the graduate students. For these reasons, the V.C.U.-Powhatan Project was able to offer courses needed by the students for State Certification in their areas of exceptional interest and for the Master's degree with exception of some foundation graduate courses and several highly specialized courses. These were scheduled for on campus involvement. The course offerings have been outlined on pages 78 and 79. Specific requirements have been charted on page 84.

b. Individualized Programs. Each graduate student's program was individually tailored to fit his interest, his background and his professional goals. Programs were developed to also meet State Certification Requirements, Collegiate Professional Certificate requirements and those of Graduate Studies in Education at Virginia Commonwealth University. Programs provided fifteen semester hours of credit per semester to be earned in the field-based program with additional courses to be completed on campus during the summer session. The planning sheet used for individual programs may be found in Appendix A.

Orientation Schedule. At the beginning of the Fall Semester, the Powhatan students registered for the classes they had been advised to take. Except for those few who had a class not covered in Powhatan, the students were not required to be on campus for any of their university studies. All of the university facilities (i.e. bookstore, library, registrar, etc.) were available to them but the Powhatan Special Education Program became their "classroom" and the clinical instructors became their teachers.

By this time the Powhatan Schools were opened and the programs were becoming ready to receive the interns. It was felt, however, that the interns should become acquainted with the facilities which would be available to them, to the schools and school personnel, to the community and the living conditions from which the children came. An orientation schedule was developed to accomplish these tasks as well as to provide time for student workshops and to allow the clinical instructors some lead time. The orientation schedule is shown on the next page.

During lunch and after school in the orientation period, students met informally with the clinical instructors to become acquainted with them personally and to know each other better.

V.C.U.-Powhatan Project
Orientation Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September, 1972		V.C.U. Opens Meeting of Students at the Project Office 6	Workshop on use of Video Tape Equipment Mr. Thomas Lolley, Assistant Professor, V.C.U. 7	
Conference with Powhatan School Administrative Staff Survey of the County 11	Meeting at Project Office Visit to School Principals 12	Meeting with Special Education Department Personnel (on-campus faculty) 13	Visitation in schools (to become acquainted with secretaries, aides, teachers and cafeteria personnel) 14	Slides-history of Project Data Printouts Resources of the ject Office
Field Trips Cooperative Training Center Diagnostic Reading Center 18	Field Trips Petersburg Training School 19	Field Trips Cerebral Palsy Center Crippled Children's Hospital Moss Side Pre-School 20	Visitation: Community Resources Health Department Social Service Voc. Rehabilitation 21	Community Resour U. S. Post Offic County Executive Secretary
Visitation: State Dept. of Education Mr. [illegible], Mrs. Anderson Mr. Largent, Mrs. Elliotte Dr. Sherman, Miss Sulliva 25	26	TESTING IN THE MIDDLE SCHOOL (Establishing Baseline Data) 27	28	Work Day Recording Tests Results
October 2	TESTING IN HIGH SCHOOL also testing previous week's absentees 3	4	Field Trip Lynchburg Training School 5	Field Trip Woodrow Wilson Rehabilitation Center

In-School Assignments. The graduate students were assigned to the clinical instructors according to a total school year plan. With concern for the V.C.U. calendar as well as that of the Powhatan Schools, intern assignments encompassed five week sessions. The first week provided for observation of and interaction with children receiving services in the specific special education setting. Gradually assuming the responsibilities of the special education teacher, the graduate students had the full range of in-school experiences. Daily conferences with the clinical instructors served to clarify misconceptions, to answer questions and to give direction to after-school study.

Assignment to Clinical Instructors. The graduate students were arbitrarily given a number. The clinical instructors were arbitrarily assigned a letter. A chart was prepared with reference to the six weeks periods of the school division, but the matching of students and clinical instructors was blind. The program was so designed that each student would have an opportunity to work with each clinical instructor during the year. This would provide a wide range of experiences in all levels of public education for the student by the end of the year. The program was flexible enough so that an extended stay in one setting could be arranged. The pupil assignment sheet has been included on the next page.

Upon assignment to the clinical instructors the students learned what skills were to be achieved in that setting, readings to be done and specific tasks to be accomplished. These were individual depending on what the student brought to the setting, but an approximation of the requirements for each setting has been included in the Graduate Students Handbook. At this time, the Special Education Department did not have competency based programs per se, but instead each course listed what was to be learned and what tasks should be accomplished. The clinical instructors followed this pattern.

Additionally, certain requirements were imposed on the students. These have been listed under the heading, Due Dates, page 84.

Evaluation. At mid-point and at the end of each assignment, students and clinical instructors shared evaluations of the experience and the performance of each. The evaluation forms, developed cooperatively by the coordinator, clinical instructors and students have been included in Appendix C.

This procedure was repeated until each clinical instructor had worked with each graduate student in the program and each student had worked with a number of fellow students.

Facilities and Resources. The physical facilities and resources available to this program included those located in Powhatan County, those of the University, and those within the Greater Richmond Metropolitan Areas. In Powhatan County three schools comprised the entire public school division. In the lower school, the space provided for two resource teachers working with children from Grades 1-5 and a speech therapist working with children from Grades 1-12 was adequate for individual or small group instruction. These rooms accommodated an impressive collection of instructional material for use throughout the school.

PUPIL ASSIGNMENTS

by

SIX-WEEKS PERIODS

	Project Personnel					
Period	A Mrs.Betty Ball	B Mrs.Pat Jones	C Mrs.Mary Ann Nash	D Mrs.Willie Gillenwater	E Mrs.Marion Moak	Speech Therapist
1	Orientation with specific assignments for conferences, assistance, observation and interaction					
2	1	2 & 9	3 & 8	4 & 7	5 & 6	A Special
3	5 & 9	1 & 8	2	3 & 6	4	B Assignments
4	4 & 8	5 & 7	1 & 6	2 & 10	3 & 9	C from
5	3 & 7	4 & 6	5 & 10	1 & 9	2 & 8	D Clinical
6	2,6,11	3 & 10	4 & 9	5 & 8	1 & 7	E Instructors

DUE DATES

During the week before the end of the named periods, the following documents will be due.		While you are assigned to each of the clinical instructors, the following tasks should be accomplished.	
2nd	1 Abstract of a journal article.	1 unit of work) Daily Schedule)---------- Lesson Plans)	When assigned to Mrs. Moak and Mrs. Gillenwater
3rd	1 Book Review (Written and oral presentations)	A thorough study of) commercial instructional)--- materials and their us.)	When assigned to Mrs. Ball and Mrs. Jones
4th	1 Case Study	Plan for behavior) modification)----------	When assigned to Mrs. Nash
5th	1 Annotated Bibliography (Review of Research with summary paper.)	Teacher-made instruc-) tional Aids)------	Where ever they can be appropriately used.
6th	1 Paper (Problems in Special Education)	Bulletin Boards as an) instructional aid.)------	Do at least one.(It is suggested that you keep a file of ideas.)

VCU-POWHATAN PROJECT

PHASE III PROTOTYPE 1972-73

SERVICES FOR CHILDREN

Special Education Classes

High School

	Educable Mentally Retarded	Emotionally Disturbed	Learning Disabilities	Experientially Deprived	TOTAL
NEGRO	4			7	11
WHITE	3				3
TOTAL	7			7	14

Middle School

	Educable Mentally Retarded	Emotionally Disturbed	Learning Disabilities	Experientially Deprived	TOTAL
NEGRO	3		2	6	11
WHITE	2		2	2	6
TOTAL	5		4	8	17

School programs for the trainable mentally retarded of high school or middle school age were non-existent.

RESOURCE TEACHER PROGRAM

Middle School

	Educable Mentally Retarded	Emotionally Disturbed	Learning Disabilities	Experientially Deprived	TOTAL
NEGRO	15	2	6	16	39
WHITE		1	33	2	36
TOTAL	15	3	39	18	75

Lower School
Two Resource Teachers

	Educable Mentally Retarded	Emotionally Disturbed	Learning Disabilities	Experientially Deprived	TOTAL
NEGRO	32	3	8	14	57
WHITE	4	9	33	10	56
TOTAL	36	12	41	24	113

Speech Therapist Caseload

NEGRO	WHITE	TOTAL
19	32	51

Two visually handicapped students received special instructional materials from the Virginia Commission for the Visually Handicapped. Thirteen gifted children were identified with the following distribution:

Lower School	9
Middle School	3
High School	1

While no specific program was available for these students, instructional assistance was provided by the clinical instructors.

In the middle school, the self-contained special education classroom was identical in size to other classrooms in the building, and the resource teacher's classroom was skillfully arranged to provide space for a variety of activities. Instructional materials provided through project funds were conspicuously in use in both settings and were available to teachers throughout the school.

The special education class in the high school was housed in a trailer behind the new main building. (Completion of the new high school facility is expected in 1974 at which time the special education classroom will be located near the vocational education wing in the main building.) This classroom was adequate in size to provide for individual and/or group activities and a variety of appropriate experiences for students of high school age. Like the other facilities, instructional materials were in reasonable supply. The special education students were scheduled appropriately for instruction in physical education, home economics or agriculture and use of other facilities (library, cafeterias, gym) as would any other high school student.

The Powhatan County School Board rented and maintained an eight room office building for the Project Coordinator, the project secretary and University students working in the project. The project office housed a small but useful professional library and equipment for use throughout the special education program. Reading instructional materials and film purchased through a Title III Project have remained available to the total school program.

All of these facilities adequately but realistically provided for University student participation. Within the community were facilities typical of small county-seat villages throughout rural Virginia. These included the County Health Department, V.P.I. Extension Service, Department of Social Services, county governmental office and service buildings. The high quality of mutually beneficial cooperation between these agencies and the project during the three year planning phase has shown clearly what may be expected in the future. The Advisory Board and Community Council whose members are largely Powhatan County residents helped to provide professional and civic support to project personnel and to the program.

The institution-based resources included the Special Education Department Instructional Materials Center in the Cabell Branch Library of the Academic Center, the Tompkins-McCaw Library of the Health Science Division, the expertise of faculty members and the facilities of the various Schools including those of Education, Business, Vocational Rehabilitation, Social Work, Psychology, Occupational Therapy, Fine Arts and Medicine. A University Computer Center was available. The Greater Richmond Metropolitan Area amply supplied public libraries, museums, the State Library, the State Department of Education, Division of Education, and a variety of observation and laboratory facilities in schools and services for handicapped children and adults.

V.C.U.-POWHATAN PROJECT

Seminar Dates and Plans
Fall Semester

1972 -

September 14 - Roles People Play: The Many Facets of the Resource Teacher's Job. Clinical Instructors, Conveners

September 21 - Rap with the Deans (Strandberg, Sparks and Vacca)

September 28 - (Field Trip to Lynchburg Training School and Hospital)
No seminar

October 5 - Reviewing Research. Dr. Howard Sparks, Convener

October 12 - C.E.C. Meeting at Virginia Commonwealth University
No seminar

October 19 - School Law. Dr. Richard Vacca, Convener

October 26 - Facilities and Services for Exceptional Children. Mrs. Willie Gillenwater, Convener

November 2 - Characteristics of Exceptional Children. (Students will meet with the Clinical Instructors)

    Mental Retardation - Mrs. Moak
        Mrs. Gillenwater
    Emotionally Disturbed - Mrs. Ball
        Mrs. Nash
    Learning Disabilities - Mrs. Jones

November 9 and November 16 - Teaching Exceptional Children (Students will meet with the Clinical Instructors

    Mental Retardation - Mrs. Moak
        Mrs. Gillenwater
    Emotionally Disturbed - Mrs. Ball
        Mrs. Nash
        Mrs. Jones

November 23 - Thanksgiving Holiday

November 30 - Developing Evaluation Forms. Nancy Fallen, Convener

December 7 - Learning Theories (as they apply to teaching)
Melanie Ehrenwald, Convener. Dr. Joel Butler, Consultant.

December 14 - Videa Tape on Autistic Child. (Dr. Goodman)

1973 -
January 18 - Basic Philosophies in Child Development. Nancy Fallen, Convener

Spring Semester

January 25	- The Importance of Sequential Instruction (Task Analysis) Graduate Students
February 1	- Principles and Practices: Copying from Near and Far Point; Printing and/or Writing - Betty Ball and Pat Jones - Principles and Practices: Eliminating Distractions The Art of Giving the Child a Chance - Mary Ann Nash
February 8	- The Teaching of Reading: Basic Reading Skills - Miss Kulesza
February 15	- The Teaching of Reading: Approaches - Graduate Students
February 22	- Language Arts: Developing Oral Language (Its relationship to academic achievement) - Dr. Welch
March 1	- Language Arts: Remedial Techniques of Spelling - Marion Moak Language Arts: Written Expression - Peggy Newsome
March 8	- (Open for Graduate Students)
March 22	- The Rationale for School Rules and Regulations Mr. Abel, Mr. Venable, Mr. Shotwell
March 29	- History of Special Education. Dr. Howard Sparks
April 5	- Principles and Practices: The Sociogram Life Space Interviewing - Dr. Goodman
April 12	- Mock Orals
April 19	- Making and Using Puppets
May 3	- Vocation-related Skills Begin in the First Grade
May 10	- (Open for Graduate Students)

Seminars and Field Trips. Weekly seminars were planned to further the understanding of the graduate students. The seminar outline was developed by the project coordinator to reflect the course offerings of the project. Following group discussion among clinical instructors and graduate students, it was changed to meet specific needs of the students. The schedule included on page shows the exact plan. The project program provided didactic and practicum courses interwoven into a meaningful unit.

Other Activities:

a. Community Involvement. The use of community resources has been a major thrust of the project from its beginning. The project coordinator and the Powhatan Public Schools' administrators work cooperatively and in harmony. In like manner, cooperation with the Department of Public Health and the Department of Social Services has been exemplary, each serving the needs of the other.

The Advisory Board and the Community Council which served the project well in its early phases were combined to form the new Powhatan Special Education Advisory Board to meet the requirements of Virginia's Standards of Quality in Education. The personnel of the Advisory Board have been available to the coordinator throughout the school year.

b. Disability Identification. The screening of first graders by the Public Health nurses was completed in early October with referral to appropriate persons as indicated. Children not making reasonable achievement in regular classrooms were referred to the resource teachers for study by means of formal and informal testing, observation in the classroom, study of school records and consultation with the child, his teachers and if possible, with his parents.

Tests used varied with the nature of the child, the nature of the problems and preferences of the teachers. This may have included a diagnostic reading test, an inventory of arithmetic skills, a measure of self-concept, and others as indicated. Resource teachers have further referred children to the Public Health nurses and for psychological and/or psychiatric examination. Among the children served by the project the following handicapping conditions have been found: problems of speech, visual impairment, hearing deficits, emotional disturbances, educational retardation, mental retardation and learning disabilities.

c. In-Service Education. The project personnel worked cooperatively with the Director of Instruction for Powhatan Public Schools who planned and implemented in-service training programs in reading and language usage. Also an integral part of the resource teacher program has been assistance to the classroom teachers. This was accomplished through conferences, demonstration of materials and techniques, and written recommendation for a child's program planning as he was returned to full-time instruction in the regular classroom.

Cooperation among school personnel was so close that formal exchange of information has become unnecessary. Informal discussions among teachers, including the resource teachers, has provided good working relationships and natural exchange of information concerning individual differences, appropriate educational programming for these differences, and other available services through the project.

d. Curriculum Planning. The project coordinator worked with the Powhatan Public Schools administrative staff to identify problem areas in curriculum offerings, to determine priorities and to initiate new programs or strengthen old ones.

The special education teachers initiated individual consultations with classroom teachers to help them recognize and respond to individual differences. Additional assistance has been provided when special planning and/or remedial instruction were needed.

Instructional materials were made available to teachers throughout the school system and small professional libraries were established in each school and at the project office.

e. Administrative Planning. The administrative duties of the coordinator included the following activities:

1. Setting project procedures.
2. Serving as a resource person to graduate students, project teachers and other school personnel.
3. Planning individual programs of graduate studies in special education for interns and coordinating their in-school assignments, field trips and other out-of-school activities.
4. Assuming major responsibility for seminars, faculty meetings and conferences.
5. Assigning responsibilities for subject matter courses. Assuming responsibility for subject matter content for three off-campus courses.
6. Maintaining an on-going review of project program.
7. Coordinating requests for supplies and equipment required in project programs.
8. Coordinating consultants' activities and those of community services.
9. Scheduling and hostessing visits of professionals and students to the project. Providing conference time for visitors when requested.
10. Establishing and maintaining lines of communication between field-based program and on-campus program, among project teachers and graduate students, and between project and the remainder of the total school program.
11. Collecting data and preparing reports.
12. Disseminating information concerning the project.
13. Working cooperatively with Powhatan Schools personnel.

The administration of the project has been greatly facilitated through the assistance of the Project Director, faculty members of the Special Education Department, Dean of Graduate Studies and Assistant Dean, School of Education.

f. Parent Guidance. Parents received guidance through several facets of the program other than that received through regular school channels. They have included:

Consultations with Special Education Teachers, Graduate Interns and with Project Coordinator
Assistance from Public Health Nurses and Social Service Workers
Interpretation of reports from psychologists and psychiatrists secured through project funds.

g. Student Involvement. In addition to the graduate students who had full-time assignments in the Powhatan Schools, fifty-two special education students visited the project during the Fall semester. A student of Journalism spent much time visiting the project and preparing a news article concerning it for The Commonwealth Times, a University weekly publication.

h. Dissemination of Information. Not mentioned elsewhere in this report is the interest in the project demonstrated by the number of professional personnel visiting the project during the school year. Fifteen visits were made by the Virginia Commonwealth University faculty members, including one by Dr. Warren Strandberg, Dean of the School of Education. Four of these have visited the project twice and one has visited it three times. Five Supervisors of Special Education or Elementary Education have visited the project with one returning for the second visit. Four teachers of exceptional children, one teacher's aide, and five adults concerned with publications media have completed the list making a total of thirty such visits. Conference time was provided for each visitor in addition to time spent in hostessing activities.

Information concerning the project was prepared for the Action Newsletter, a publication of the School of Education, and for a brochure completed in time for distribution at the International Convention of the Association for Children with Learning Disabilities (ACLD) in Detroit and the International Convention of the Council for Exceptional Children in Dallas.

V.C.U.-POWHATAN PROJECT
PHASE III PROTOTYPE PROGRAM

TIME SCHEDULE

	Activities	Personnel Involved
July 1-September 5	Administrative Planning Curriculum Planning Individual Program Planning Organization Planning	On-campus Special Education Faculty Powhatan Special Education Teachers and Project Coordinator Graduate Students and Project Coordinator Project Coordinator and Clinical Instructors
September -October 6	Orientation Period (See separate schedule)	Graduate Students, Project Coordinator, Powhatan School Administrative Personnel, Powhatan Schools Personnel, Powhatan Service Organizations, On-Campus Faculty, Supervisors of State Department of Education
	Student Involvement (Initiated on a continuing basis)	V.C.U. Students
	In-Service Training (Initiated on a continuing basis)	Clinical Instructors
	Dissemination of Information (initiated on a continuing basis)	Project Coordinator
	Disability Identification (initiated on a continuing basis)	Powhatan Public Health Service, Graduate Students, Clinical Instructors, Project Coordinator, School Counselor
October 9-November 10	First In-School Assignment	Graduate Students, Clinical Instructors, Project Coordinator, On-Campus Faculty
	Parent Guidance and In-Service Education (initiated on a continuing basis)	Clinical Instructors, Graduate Students, Project Coordinat
	Community Involvement	Clinical Instructors, Project Coordinator
November 13-December 20	Second In-School Assignment	Graduate Students, Clinical Instructors, Project Coordinat On-Campus Faculty
January 15-February 16	Third In-School Assignment	Graduate Students, Clinical Instructors, Project Coordinat On-Campus Faculty
February 19-March 30	Fourth In-School Assignment	Graduate Students, Clinical Instructors, Project Coordina On-Campus Faculty
April 2-May 11	Fifth In-School Assignment	Graduate Students, Clinical Instructors, Project Coordinat On-Campus Faculty

PROGRAM ACCOMPLISHMENTS

Services to Children

Instruction. The academic gains resulting from the Special Education program in the Powhatan Schools have been recorded in the following tables:

Resource Teacher Program
Lower School

Table 1 - Grade Equivalent Gains in Skill Subjects

Grade	N	I.Q.		Reading		Spelling		Arithmetic	
		M	Range	M	Range	M	Range	M	Range
1	34	101	35-122	.9+	0-3.2	.8	.1-2.5	1.5+	-.3-2.4
2	29	92	71-125	.7	.1-2.3	.8	.1-1.7	.7	0-2.2
3	25	93	57-115	.8	.1-2.4	.7+	-.9-2.0	.5	-1.1-1.9
4	19	80	56-116	.6	.1-1.9	.5+	-1.5-2.4	.4+	-.7-1.5
5	7	85	66-109	.7	.2-1.3	.5+	0-1.4	.4-	-.7-1.4

Resource Teacher Program
Middle School

Table 2 - Grade Equivalent Gains in Skill Subjects

Grade	N	I.Q.		Reading		Spelling		Arithmetic	
		M	Range	M	Range	M	Range	M	Range
6	28	90	63-118	1.3	0-4.5	.3	-1.3-1.3	.6+	-1.6-3.0
7	11	91	73-130	.7+	-.6-2.2	.2	.4-.9	.4+	-1.5-2.7
8	4	85	66-108	.8	.2-1.3	.5	-1.7-.6	.1	-1.0-.5

A large majority of students seen by resource teachers were in reading programs. Few received direct help in spelling and arithmetic. The three skills were measured, however, to provide some information regarding the carry-over from the prescriptive reading program to the other skill subjects.

Special Class Program
Middle School

Table 3 - Grade Equivalent Gains in Skill Subjects

N	I.Q.		Reading		Spelling		Arithmetic	
	M	Range	M	Range	M	Range	M	Range
16	69	51-87	1.6	.1-3.3	.5	-.9-1.8	.7	-1.4-2.0

A reasonable range of expectancy for this group would be from .5 to .9 with regard to the apparent ability of the children. However, many of these students have averaged gains of only .2 (two months) or less per school year during their years in school. Eight students made greater than 1.0 (one year) gain in reading. The gains of five of these was greater than 2.0 (two years) in that subject area. As in many special education classes, the real gains have been in social skills and in improvement in the individual's self-concept.

High School

Table 4 - Grade Equivalent Gains in Skill Subjects

N	I.Q.		Reading		Spelling		Arithmetic	
	M	Range	M	Range	M	Range	M	Range
16	68	62-79	.5	-.2-1.3	.3	-.4-.9	.7	-.5-3.0

Reasonable expectancy gains for these students would be between .6 and .8 (months); however, many of these students have averaged less than .3 (three months) gain in skill subjects throughout their school years. Aggressive behavior, low level motivation, indifference to school and attendance problems have further retarded the progress of some of the students. For these reasons, some gains are viewed as phenomenal. Four students made gains greater than 1.0 (one year) in reading while five made gains greater than 1.0 in arithmetic.

Other Services: Services to children have included referrals to the Public Health Department, psychologicals and psychiatric interviews. Because health services are maintained throughout the school system by the Department of Public Health, referrals have been routine. The psychological and psychiatric services, however, were contracted for and purchased from project funds. A certified school psychologist worked six days and provided psychologicals on twenty-one students. A psychiatrist from Virginia Treatment Center worked three days in the project providing aid to fourteen children and to the resource teachers who referred them. Because of her involvement in the project, the psychiatrist was able to provide out-patient service to two children and two others were placed on the waiting list for residential care at the Treatment Center.

After the first semester, a speech therapist became available to children in the Powhatan Schools. The results of her program are briefly reported in Table 5:

		Types of Defects*					Progress				
Grade	N	Art	Lang.	Disfluency	Voice	Other	VG	G	Stable	F	P
1	13	13	2				4	8			1
2	14	11		5			6	5	2	1	
3	12	12			2		1	6		1	4
4	10	6		4	2			3	3	3	1
5	9	8		2		3		6		1	2
6	2	2				1				2	

*Some children showed more than one defect

Hearing Screening Test

Children in therapy	-	Passed	53
		Retested	4
		Could not test	1
First Graders Tested	-	Passed	54
		Failed	77

Graduate Studies

One hundred seventy-six (176) semester hours of coursework including 66 hours of internship were earned by graduate students during the two semesters spent in the project. During the period, 9 review of research papers, 9 papers concerned with problems in Special Education, 10 book reviews, 11 case studies, and 10 abstracts were completed by the students.

With the exception of one student who decided to travel during the following year and one who continued to study, the students were employed to work in areas for which their training has prepared them. The following list shows the lines of employment:

An ED student will teach educationally handicapped children in California.

An ED student will teach Art to ED students in New York.

An ED and LD student will be a diagnostician for a penal instiution.

An ED and LD student will be a Reading teacher in a Richmond City High School.

An LD (endorsement) student will be a resource teacher in Chesterfield. County.

An LD (endorsement) student will be a resource teacher in Petersburg.

An ED and LD student will be a resource teacher for Colonial Heights.

Two MR students will teach mentally retarded children. One will be in Richmond, the other in Henrico County.

Cost

The project has operated within the limits of the line item budget as presented to the project director. All funds have been dispersed.

The cost of the project was substantially reduced by the contributions of time and professional activity provided by the faculty in the Department of Special Education and other selected personnel from Virginia Commonwealth University.

Project Evaluation

The professional growth of the graduate student and the effectiveness of the special education program in Powhatan were subjects of continuous process evaluation and were an integral part of the project program. Early in the school year, following a period of study directed to various ways of evaluating performance, instruments were developed cooperatively by graduate students, clinical instructors and project coordinator to fit the short term needs of the project program this year. Each student evaluated himself and his instructor at midpoint and at the end of each program period. In like manner, clinical instructors evaluated the students. Before the evaluations were released to the project coordinator, the students and instructors conferred on the evaluation points. Seminar evaluations and project evaluations were completed in a similar manner. This procedure has 1) identified defects in the procedural design; 2) provided information for decisions; and 3) presented opportunities for each person to improve performance in well defined areas. (The evaluation forms have been included in Appendix C).

The evaluations of both graduate students and clinical instructors played a major role in the decisions made concerning operational procedures for the coming year.

Although the evaluation system has yielded no measured attainments, the reports in Services to Children (pages 94,95,96) show empirical results of teacher effectiveness and pupil learning. Further study with statistical analysis should identify specific significant areas: teacher effectiveness; model effectiveness; carry over of achievement in one subject to other skill subjects. Also, the project has provided the opportunity for a longitudinal study of the graduate students with regard for job success and satisfaction. These have not been accomplished.

Statement of Expenditures

Grant 4144

September 1, 1972 - August 31, 1973

	BUDGET	EXPENDITURE	BALANCE
Secretary	$ 6,000.00	$ 4,956.00	$ 1,044.00
Clinical Instructors	8,500.00	8,500.00	--
Speech Therapist	500.00	300.00	200.00
Travel	1,500.00	1,735.77	(-) 235.77
Consultants	1,000.00	900.00	100.00
Instructional Materials	1,600.00	1,738.81	(-) 138.81
Office Supplies	570.00	756.80	(-) 186.80
Student Stipends	12,000.00	12,150.00	(-) 150.00
Dependents	3,000.00	1,200.00	1,800.00
Tuition	5,330.00	5,480.00	(-) 150.00
	$40,000.00	$37,717.38	$2,282.62

Phase III Prototype - Activity Chart 1972 - 73

	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Advisory Board			*	*	*	*	*	*	*	*	*	
Community Council				*				*				
Program Review	*	*	*	*	*	*	*	*	*	*	*	*
In-Service Education		*	*	*	*	*	*					
VCU Student Participation			*	*	*	*	*	*	*	*	*	
Special Education Classes			*	*	*	*	*	*	*	*	*	*
Speech Therapist and Resource Teachers		*	*	*	*	*	*	*	*	*	*	*
Disability Identification			*	*	*	*	*	*	*	[illegible]	*	
Program Guidance	*	*	*	*	*	*	*	*	*	*	*	*
Implementation Planning	*	*	*	*	*	*	*	*	*	*	*	*
Faculty Visitation				*	*	*	*	*	*	*	*	*
Visitation by Other Professionals				*	*	*	*	*	*	*	*	
Information Dissemination	*	*	*	*	*	*	*	*	*	*	*	*
Prototype Planning	*	*	*	*	*	*	*	*	*	*	*	*

White spaces indicate little or no activity.

Asterisks indicate significant on-going activity.

Implications

The V.C.U.-Powhatan Project has provided a model of special education services to children which could be adapted by rural school divisions anywhere. By tapping the resources available in state owned universities, school divisions can develop programs and provide services which they could not afford if the talent were employed full-time or brought in from consulting firms. Psychologists, psychiatrists, teacher trainers, social workers, etc. can be secured on a contractual basis or secured with little expense in exchange for the practicum resources of the school division.

The effect on pupil progress when graduate students are added to existing and successful programs has been demonstrated. In Powhatan, the Special Education Program (without the graduate students) demonstrated student progress as compared with the apparent achievement before intervention; however, the level of progress increased rather than decreased when the clinical instructors assumed the additional tasks concomitant to teacher training. More people, even when some were untrained, working with exceptional children increased the children's level of achievement. The success of the projects has implications for colleges and universities training teachers at the Master's degree level. A competent teacher whose salary is elevated by a stipend from the training institution may be less expensive than a full time faculty member on the university calendar campus. The Powhatan Project has demonstrated that cheaper is not synonymous to poor quality. On the contrary, in Powhatan the case is one of equality, at least, when compared to the on-campus program.

The program in Powhatan has also demonstrated a way of helping graduate students to become independent. Given a true to life task to perform each student comes face to face with what he already knows and what he does not know. In the field based program he is free to use a variety of resources, including people performing similar tasks.

Critical to the success of the project has been the acceptance of the school personnel of first, the special education program and then the prototype program in teacher education. The smaller number of children with whom the special educator works may be interpreted as "an easy job" and thus create negative feelings. The presence of graduate students gives the appearance of "help" and arouses feelings against the person who, seemingly, is blessed. The in-service education program and direct services to teachers were the means used to establish warm and enthusiastic acceptance of the total project.

Another critical factor, one directly related to the replication of this project, was the matter of providing blocks of time for student and faculty involvement in the project. Unless this factory is managed by the adminstrator concerned with both on-campus and off-campus programs, involvement of faculty and students becomes limited to those whose schedules provide enough time for travel and program participation.

By establishing an off-campus facility, the Special Education Department, Virginia Commonwealth University, reflecting the goals of the Division of Training Programs, Bureau of Education for the Handicapped, accomplished these additional objectives: 1) to offer its students a choice of teacher preparation models; and 2) to offer its students a choice of geographic orientation in teacher education preparation.

APPENDIXES

APPENDIXES

Appendix A. Vitae of Personnel

Appendix B. Virginia State Certification Requirements

Mental Retardation
Emotionally Disturbed
Learning Disabilities

Program of Graduate Studies

Appendix C. Forms and Procedures

Appendix D. Sample Pages from Project Files

Appendix E. Products for Dissemination

APPENDIX A

VITAE OF PERSONNEL

VITA

PERSONAL INFORMATION

a. Rizpah L. Welch
b. Born: September 13, 1920, Wilmington, North Carolina
c. American
d. Social Security number: 238-26-5412
e. Married - No children
f. Home address: 1728 Forest Glen Road, Richmond, Va. Phone: 262-1215
g. Office address: 918 Park Avenue, Richmond, Virginia Phone: 770-7333

EDUCATION

Doctor of Education Degree, Indiana University, Bloomington, Indiana, 1966
Title of Dissertation: A Descriptive Study of the Language of a Selected Group of Young Children at the Beginning and End of a Four-Year Interval, Indiana University, 344 pp., 1966.

Master of Science Degree, Indiana University, Bloomington, Indiana, 1952

Bachelor of Science Degree, Elizabeth City State College, 1944
Elizabeth City, North Carolina

ACADEMIC APPOINTMENTS AND OTHER SIGNIFICANT WORK EXPERIENCE

Associate Professor of Education, Department of Special Education, Virginia Commonwealth University, Richmond, Virginia (1967-present) Chairman, Department of Special Education, April 1, 1970 - present

Reading Instructor--NDEA Institute for Teachers of Disadvantaged Youth, Virginia Union University, Richmond, Virginia, Summer - 1967

Consultant in Special Education - Richmond Public Schools, Richmond, Virginia 1966 - 1967

Instructor - NDEA Institute for Elementary Teachers of English, Indiana University, Bloomington, Indiana, Summer - 1965

Graduate Assistant - School of Education, Indiana University, Bloomington, Indiana, 1964 - 1966

Consultant in Remedial Reading - Janie Porter Barrett School for Girls, Peaks, Virginia, Summer - 1959

Teacher - Educable Mentally Retarded Children, 1960 - 1964, Richmond Public Schools

Teacher - Seventh Grade English, Richmond Public Schools, Summer - 1961

Teacher - Remedial Reading (High School), Richmond Public Schools, Summer - 1961

Teacher - Elementary Grades, Richmond Public Schools, 1956 - 1960

Teacher of English as a Foreign Language - American Hospital, Tabriz, Iran 1954 - 1956

Admissions Clerk - Office of the Registrar, Virginia State College, Petersburg, Virginia. Processed and evaluated applications for admission. Operated photostat machine and posted grades.

Reading Clinician - Educational Therapy Center, Richmond, Virginia, 1952 - 1953

Staff - Bureau of Measurement, Indiana University, Bloomington, Indiana, 1950 - 1952. Administered group tests, operated IBM scoring machine and typed.

FIELDS OR AREAS OF SPECIAL INTEREST WITHIN DISCIPLINE OR PROFESSION

Fields: Special Education, Elementary Education, and Remedial Reading

Areas of Interest: Mental Retardation, Language Arts, Language Development, Reading (Beginning, developmental and remedial), and Language Disability

MEMBERSHIP

Council for Exceptional Children
American Association on Mental Deficiency
Virginia Education Association - Department of Special Education
Vice-President - 1969 - 1970
President - 1970 - 1971
VCU Education Association
Vice-President - 1968 - 1970
National Council of Teachers of English
American Association of University Professors
American Association of University Women
International Reading Association
Alpha Kappa Mu National Honor Society
VCU Honorary Member - Kappa Delta Pi, National Honor Society in Education

MEMBERSHIP IN COMMUNITY ORGANIZATIONS

Member, Board of Trustees, Friend's Association for Children, Second-vice

president - 1969-70
First-vice president - 1970-72

SPECIAL AWARDS, FELLOWSHIPS, AND OTHER HONORS

Scholarship - Southern Education Association - Summer 1958

Listed in 4th Edition _Leaders in Education_

MAJOR COMMITTEES

University:

School of Education Curriculum Committee (Chairman) - 1969-1971
Self-Study Committee - School of Education - 1969
University Curriculum Committee (Academic Division) - 1969-1971
Faculty Forum Committee - 1969-1970
Afro-American Studies Committee - 1968-1969
Selection Committee for Dean of School of Education - 1968
Committee to plan course "Dynamics of Rapid Social Change" - 1968
Graduate Committee, School of Education - 1971
Ad Hoc Committee on Rules and Procedures - 1970-1971
Powhatan Advisory Committee - 1969-present
Selection Committee for Dean of School of Arts and Sciences - 1971
Educational Media Committee - School of Education - 1971
Building Committee - School of Education - 1971

Other:

Field Reader - Proposals, Title III, ESEA, State of Virginia - 1969-present
State Advisory Committee for Special Education -- Title VI, ESEA, Virginia Department of Education - 1966-1969
Program Planning Committee, Virginia State Reading Association Conference, 1970
Education Commission of the States Regional Workshop on the Education of the Handicapped, Arlington, Virginia, 1971
Developmental Disabilities Council--appointed by Governor of Virginia, 1972

OTHER SIGNIFICANT SCHOLARLY, PROFESSIONAL, RESEARCH OR ADMINISTRATIVE EXPERIENCE

Consultant - Model Kindergarten Program, Roanoke Public Schools, Roanoke, Virginia, 1967-1968
Consultant - Reading Institute - Norfolk State College, Norfolk, Virginia, 1967
Consultant - Early Childhood Education Program, Inter-American University, Hato Rey, Puerto Rico, 1968

Consultant - Bureau of Indian Affairs (Special Education)
Department of the Interior, Washington, D.C. - 1969

Consultant - NDEA Reading Institute, Virginia Union University, Richmond, Virginia, 1970

Consultant - Principals' Workshop, Chesterfield County Public Schools, Chesterfield County, Virginia, 1967

Consultant - In-service Training Program in Reading, Special Education Department, Norfolk City Schools, Norfolk, Virginia, 1969-1970

Consultant - Joint University-Powhatan Public School Project, Powhatan County, Virginia - 1969-1970

Speaker - Founders' Day Speaker, Elizabeth City State College, Elizabeth City, North Carolina - 1968

Speaker - Child Psychiatry Forum, Medical College of Virginia, Richmond, Virginia, 1969

Speaker - Local Chapter, Council for Exceptional Children - 1968

Speaker - Local School Division Faculty meetings - 1966-present

Speaker - Faculty Meeting, Watkin's School, New Kent County, Virginia - 1968

Panelist - Virginia Congress of Parents and Teachers, Roanoke, Virginia - 1969

Speaker - Virginia State Reading Association, Richmond, Virginia - 1969

Speaker - Commencement - Petersburg Training School - 1970

Abstractor - Phi Delta Kappa School Research Information Service - 1966-present

Consultant - Conference - Virginia Association for Children with Learning Disabilities - 1970

Consultant - EPDA Project (Working with Teachers of Disadvantaged Handicapped Children with Learning Problems and Disabilities), Norfolk State College, Norfolk, Virginia - 1971 and 1972

Speaker - General Baptist Association, Seminar for Workers with the Mentally Retarded, Eagle Eyrie, Virginia - 1972

Evaluation Team - Crestwood High School, Chesapeake, Virginia - 1966

Evaluation Team - Woodbridge Senior High School, Woodbridge, Virginia - 1969

Evaluation Team - Prince Edward County High School, Farmville, Virginia - 1971

Director - Special Education Instructional Materials Center - Virginia Commonwealth University - 1970-present

Director - Special Education Pre-School Demonstration Class - 1970 - present

Director - Cooperative University-School System Project, Powhatan County, Virginia, 1971 - present

BIBLIOGRAPHY

Publications:

Welch, Rizpah L. - "New Programs in Special Education at Virginia Commonwealth University," Mental Health In Virginia, Summer, 1969.

________________ - Language Arts for the Mentally Retarded - In Draft

EXHIBITS, FILMS, TAPES, COMPOSITIONS, PERFORMANCES, ETC.

Welch, Rizpah L. - Reading Programs for Children with Special Needs, paper presented at Virginia State Reading Conference, Richmond, Virginia, March 6, 1970.

Curriculum Vita

Nancy Herr Fallen
4130 Walmsley Blvd.
Richmond, Virginia 23234

Personal Data:

Born: Spetember 21, 1918, Charlottesville, Virginia
Parents: Dr. & Mrs. John M. (Belva Byrd) Herr
Married: Alva Elliotte Fallen
Two children, Margaret Anne & John Elliotte
Age - 23 Age - 20

Education:

Bachelor of Science degree - Mary Washington College
Fredericksburg, Virginia 1939

Master of Education degree - College of William and Mary
Williamsburg, Virginia 1966

Doctor of Education degree - University of Maryland
College Park, Maryland 1971

Experiences:

1939-41 Teacher - Home Economics

1941-47 Home Demonstration Agent (V.P.I. Extension Service) Working with farm families, adult and 4H Club organizations in leadership training, and with professional groups for country-wide planning.

1948-67 Teacher

1948-50	Home Bound
1950-60	Home Economics
1960-63	Seventh Grade
Summer 1963	Socially Maladjusted Girls
1963-64	Special Education, Intermediate E.M.R.
1964-65	Sixth Grade - Pilot program in team teaching slow learners
1965-67	Special Education - Jr.-Senior High E.M.R.

1965-66 Instructor, School of Education, Virginia Commonwealth University Adjunct Faculty (part-time)

1967-72 Assistant Professor, Department of Special Education, Virginia Commonwealth University

During this period, assumed the initial role in the development and expansion of the Materials Center which has now become a satellite of the Special Education Instructional Materials Center at George Washington University.

1972 Current major responsibilities - classroom instructor, advising students, program development (Learning Disabilities) and coordinator: V.C.U. - Powhatan Special Education Project.

Partial List of Related Experiences Since 1967:

Consultant - Department of Vocational Rehabilitation
Albemarle School Unit

Consultant - Albemarle County Public Schools, Special
Education Teachers

Consultant - Chesterfield County Public Schools,
Principals' Organization

Consultant - Mathews County Public Schools

Consultant - Tidewater Academy

Member - Board of Directors, Richmond Association for
Retarded Children

Member - Professional Committee, Buford Academy

Member - President's Regional Committee on Mental
Retardation

Member - Special Education Evaluation Team,
Arlington County

Member - Virginia Education School Bill Award Committee

Speaker - Carver School Parent-Teachers Association,
Henrico County
Richmond Public Schools
Career Day
V.C.U. School of Nursing - Workshop on Mental
Retardation
Rappahannock Valley Association for Retarded
Children
Association for Children with Learning Disabilities,
National Convention - Chicago
Virginia Association for Retarded Children
Symposium Chairman
Virginia Education Association, District A -
Classroom Teachers

Virginia State Health Department - Children with
Neurological Disorders Symposium
Virginia Association for Children with Learning
Disabilities
Virginia Federation of Chapters, Council for
Exceptional Children

Editor/Co-Editor - Special Education - VEA Newsletter

Reader - Title III, ESEA Proposals, Virginia Department
of Education

Membership in Professional Organizations: (Local, State and National)

International Council for Exceptional Children
- Richmond Area Chapter
  - Treasurer - 1966-68
  - President-Elect - 1968-69
  - President - 1969-70
  - Past President - 1970-71
  - Legislative Chairman - 1971-72

Virginia Federation
- Chairman - Kuhn Barrett Award Committee, 1968-70
- Chairman - Local Arrangements Committee for State Federation Meeting, 1970-71
- Program Committee - 1970-71
- Division on Mental Retardation (CECMR)
- Division on Learning Disabilities (DCLD)
- Division on Teacher Education (TED)
- State Representative on National Board of Governors, 1972-

National Association for Retarded Children

American Association on Mental Deficiency

Association for Children with Learning Disabilities

Virginia Association for Children with Learning Disabilities

Richmond Area Association for Children with Learning Disabilities

American Association of University Professors

Association for Childhood Education International

International Reading Association

Virginia Education Association (VEA)
Special Education - VEA

Honors, Fellowships, Other Recognitions:
USOE Fellow - University of Maryland, 1969-70

Virginia Commonwealth University Senate - 1972

Publications:

Dissertation - The Effects of Certain Physical Anomalies on School Achievement Among a Selected Group of Lower and Middle Class Rural Children. University of Maryland, 1971.

VITA

Joseph Scott Caldwell, Jr.
Box 38
Powhatan, Virginia 23139

Born: Augusta County - June 16, 1905

Height: 5'10½" - Weight: 180 lbs.

Married

Wife: Elizabeth Garnett Caldwell

2 Sons - Joseph Scott Caldwell, III - Age 28
Edwin Garnett Caldwell - Age 26
Both Married

Church Affiliation - Presbyterian, Elder

Education: Hampden-Sydney College - B.S. Degree, Math and Science - 1928
Columbia University - M.A. Degree, School Administration - 1951
University of Virginia - 3 Summer School - Education and Science
Cornell University - 2 Summer School - Chemistry

Experience: Classroom teacher and athletic coach - 3 years
Principal - Combined and Consolidated High Schools - 15 years
Superintendent - Spotsylvania County Schools - 2 years
Superintendent - Powhatan County Schools - 18 years

Professional Organizations: Virginia Education Association
American Association of School Administrators
Virginia Association of School Administrators
Member and past Chairman of Charlottesville Regional Group of School Administrators
Member and past Treasurer of Petersburg Regional Group of School Administrators

APPENDIX B

Virginia State Certification Requirements

- Mental Retardation
- Emotionally Disturbed
- Learning Disabilities

Program of Graduate Studies Forms

Courses Covered in Powhatan

Course Responsibilities of Clinical Instructors

STATE OF VIRGINIA
SPECIAL EDUCATION ENDORSEMENT REQUIREMENTS FOR TEACHERS OF THE MENTALLY RETARDED

	Semester Hours CREDITS REQUIRED
An application for an endorsement to teach mentally retarded children shall meet the following requirements:	
A. General	
Survey of Special Education	6
Pupil Evaluation (including Tests and Measurements)	
B. Specific	
Characteristics of Mentally Retarded	15
Language Arts for the Mentally Retarded	
Curriculum and Methods for Teaching the Mentally Retarded with attention to teaching in the groups listed below:	
1. Primary age group (educable)	
2. Intermediate age group (educable)	
3. Secondary age group (educable)	
4. Severely retarded (trainable)	
Student Teaching with Mentally Retarded Children (6 semester hours)	
C. Related	
Arts and Crafts	
Mental Hygiene	
Psychology of Exceptional Children	
Rehabilitation Techniques	

STATE OF VIRGINIA
SPECIAL EDUCATION ENDORSEMENT REQUIREMENTS FOR TEACHERS OF THE EMOTIONALLY DISTURBED

	Semester Hours CREDITS REQUIRED
An applicant for an endorsement to teach emotionally disturbed children shall meet the following requirements:	
A. General	6
Survey of Special Education	
Pupil Evaluation (including Tests and Measurements)	
B. Specific	18
Emotional Disorders of Children	
Child and Adolescent Psychology	
Remedial Techniques in Language Arts	
Procedures for Teaching the Emotionally Disturbed	
Student Teaching: 3 semester hours of supervised practicum in an educational setting and 3 semester hours of full-time internship in an interdisciplinary setting (6 semester hours)	
C. Related	6
Arts and Crafts	
Juvenile Delinquence	
Mental Hygiene	
Psychology of Exceptional Children	
Rehabilitation Techniques	
Remedial Arithmetic	

STATE OF VIRGINIA
SPECIAL EDUCATION ENDORSEMENT REQUIREMENTS FOR TEACHERS OF CHILDREN WITH LEARNING DISABILITIES

An applicant for an endorsement to teach children with learning disabilities shall meet the following requirements:

	Semester Hours Credits Required
A. General	9
Survey of Exceptional Children	
Psychoeducational Diagnosis	
Principles of Learning such as: Behavioral Psychology, Behavior Modification, Reinforcement Theory, Advanced Educational Psychology, etc.	
B. Specific	12
Characteristics of Children with Learning Disabilities	
Teaching Children with Learning Disabilities (Methods of Clinical Teaching)	
Supervised Practicum and Student Teaching of Children with Learning Disabilities (6 semester hours)	
C. Related	6
Remedial Reading	
Remedial Arithmetic	
Language Disorders (Remediation of Specific Language Disabilities)	
Abnormal Psychology	
Other - Characteristics of children related to other areas of exceptionality.	

NOTE: Applicant must qualify for a Collegiate Professional Certificate, including the student teaching requirements and complete one or more courses in each of the following:

- Human Growth and Development
- Teaching of Reading
- Teaching of Elementary Mathematics
- Pupil Evaluation (including Tests and Measurements)

GRADUATE PROGRAM PLANNING SHEET*
(Prepare in Triplicate)**

Student Name ____________________ Date ____________

Address ____________________ Office Phone ____________

____________________ Home Phone ____________

____

GRADUATE PROGRAM - M.ED./M.S. 33 Semester Hours Minimum	Credit Hours	Grade	Grade Points
Foundations - Hours Required 9			
Program Courses - 15 Semester Hours Minimum ______			
Elective - Hours Required ______			
Thesis (Optional) ______			
TOTALS			

CERTIFICATE REQUIREMENTS***

(X means completed)

General Education - 48 Hours ☐

Professional Education - 15 Semester Hours ☐

Specific Endorsement ☐

DATES:

Admissions ____________

Candidacy ____________

Degree Application ____________

Degree Completion ____________

Graduation ____________

COMMENTS:

____
Student Signature

____
Advisor Signature

____
Chairman Signature

____
Office of Graduate Studies

*Grades and Grade Points will be recorded from grade sheets furnished by Registrar.

**Copy to: Student, Advisor, Office of Graduate Studies

***See Reverse Side

GENERAL EDUCATION -

48 Semester Hours

Sem. Hrs. Completed

A - Humanities - Hours Required 12

English Composition

Others in foreign language literature, speech, fine arts, music, and philosophy

B - Social Science - Hours Required 12

American History

Others in history, anthropology, sociology, economics, political science, geography, and psychology

C - Laboratory Science and Mathematics - Hours Required 12

Lab Science

Math

D - Health Education and Physical Education - Hours Required 4

Health Educ

Physical Educ

E - Other Courses from A, B, and C Above - Hours Required 8

TOTALS 48

PROFESSIONAL EDUCATION -
(Varies with major field of study - for specific requirements refer to Certification Regulations for Teachers)

Sem. Hrs. Completed

Area I - Human Growth and Development - Hours Required

Area II - Principles of Instruction and Organization of Subject Content and Materials - Hours Required

Area III - Student Teaching - Hours Required

TOTALS

SPECIFIC ENDORSEMENT

TOTALS

COMMENTS:

VIRGINIA COMMONWEALTH UNIVERSITY

PROGRAM OF GRADUATE STUDIES

Name: ______________________

Address: ______________________

____

Phone: ______________________

Degree Emphasis: ______________________

Graduate Advisor: ______________________

Regular: ______________________

Provisional: ______________________

Date Applied: ______________________

Expiration Date: ______________________

Candidacy Date: ______________________

Comprehensive Exam: ______________________

GRADUATE STUDIES	DATE	INSTRUCTOR	HOURS	GRADE

COURSES TO BE COVERED IN POWHATAN

1972-73

Survey of Special Education

Characteristics of Children with Learning Disabilities

Characteristics of Emotionally Disturbed Children

Psycho-educational Diagnosis

Language Arts for the Mentally Retarded

Teaching the Mentally Retarded

Remedial Reading

Remedial Arithmetic

Teaching Emotionally Disturbed Children

Methods of Clinical Teaching

Review of Research (E.D.)

Review of Research (M.R.)

Classroom Management of Disturbed Children

Seminar in Child Development

Problems in Special Education

Internship (Mental Retardation,
Emotionally Disturbed,
Learning Disabilities)

Characteristics of the Mentally Retarded

INTERNSHIP M. R.

Ricky Adams
Alex Skidmore

INTERNSHIP E. D.

Marylud Bayne
Melanie R. Ehrenwald
Antionette M. McClure
Anne Bookbinder
Barry Isenberg
Nancy A. Allen
Rita Jennings

INTERNSHIP L. D.

Marylud Bayne
Nancy Allen
Karen Swann

PSYCHOEDUCATIONAL DIAGNOSIS

Nancy Allen
Barry Isenberg
Anne Bookbinder
Toni Magaletta McClure
Ricky Adams
Alex Skidmore

Classroom MANAGEMENT OF THE EMOTIONALLY DISTURBED

Nancy Allen
Barry Isenberg
Anne Bookbinder
Melanie Ehrenwald
Toni Magaletta McClure
Marylud Bayne

Marian Moak - Clinical Instructor

REMEDIAL READING

Anne Bookbinder
Barry Isenberg
Melanie Ehrenwald
Toni Magaletta McClure
Ricky Adams

REVIEW OF RESEARCH (M.R.)

Ricky Adams
Alex Skidmore

Pat Jones
Clinical Instructor

TEACHING EMOTIONALLY DISTURBED CHILDREN

Nancy Allen
Anne Bookbinder
Melanie Ehrenwald
Marylud Bayne
Toni Magaletta McClure

METHODS OF CLINICAL TEACHING

Nancy Allen
Marylud Bayne

CHARACTERISTICS L. D.

Toni Magaletta McClure

Willie Gillenwater,
Clinical Instructor

SURVEY OF SPECIAL EDUCATION

Anne Bookbinder
Toni Magaletta McClure
Alex Skidmore
Rita Jennings

LANGUAGE ARTS FOR THE MENTALLY RETARDED

Ricky Adams
Alex Skidmore

TEACHING THE MENTALLY RETARDED

Ricky Adams
Alex Skidmore

SEMINAR IN CHILD DEVELOPMENT

Barry Isenberg
Melanie Ehrenwald
Marylud Bayne
Ricky Adams
Alex Skidmore

PROBLEMS IN SPEC. ED.

Barry Isenberg
Anne Bookbinder
Melanie Ehrenwald
Maylud Bayne
Ricky Adams
Alex Skidmore

CHARACTERISTICS M. R.

Alex Skidmore

Betty Ball - Clinical Instructor

REVIEW OF RESEARCH (E.D.)

Nancy Allen
Barry Isenberg
Anne Bookbinder
Melanie Ehrenwald
Toni Magaletta McClure
Marylud Bayne

REMEDIAL ARITHMETIC

Ricky Adams

CHARACTERISTICS OF E.D.

Barry Isenberg
Anne Bookbinder
Melanie Ehrenwald
Toni Magaletta McClure
Rita Jennings

APPENDIX C

SAMPLES OF FORMS AND PROCEDURES USED IN THE V.C.U. - POWHATAN PROJECT

POWHATAN SPECIAL EDUCATION PROJECT

A. General Information

Subject Number__________ (1-5) Name________________________ Last (7-21) First (22-31) Middle Initial (32)

Date of Birth Mo. Day Year ____/____/____ (37-38) Sex______ (39) Grade______ (40-41) No.Yrs.in school______ (42-43)

Address______________________________ Telephone No.__________

Name of Parent or Guardian______________________________

Father's Occupation____________________ Mother's Occupation____________________

Check employment number for each parent: Father______(44-45) Mother______(46-47)

Employment levels:
1. Professional
2. Managerial
3. Self-employed
4. Skilled
5. Semi-skilled
6. Unskilled
7. Farming - Own
8. Farming - Rent
9. Farm-helper
10. Unemployed

Number children in family: Boys_____ Girls_____ Living at home: Boys_____ Girls_____

B. Disability Identification: This section of the reference form is designed to facilitate teacher observations of students who may have learning disabilities.

Please complete the following:

1. Visual (56)

_____Squints
_____Has difficulty seeing board
_____Holds book close to face
_____Discoloration of eyes
_____Watery eyes

Comments______________________________

2. Auditory (57)

_____Turns head to one side when listening
_____Does not follow verbal instructions
_____Inattentive
_____Speaks loudly

Comments______________________________

3. Speech (58)

_____Stutters
_____Words not understandable
_____Nasal tones
_____Limited vocabulary

Comments______________________________

PUPIL REFERENCE FORM - Cont'd

4. Orthopedic Defects and Special Health Problems (59)

_____Loss of limb/s (Specify)
_____Poor hand coordination
_____Gait problems
_____Poor posture
Special Health Problems
_____Diabetes
_____Cardial
_____Seizures
_____Post T. B.
_____Hemophelia
_____Allergies

Comments____

5. Physical Development (60)

_____Limb or trunk malformation
_____Underdevelopment
_____Obesity
_____Nutritional Deficiency
_____Glandular problems (Specifically diagnosed)
_____Persistent fatigue
_____Medical restriction on physical activity

Comments____

6. Achievement (61)

_____Repeated grade (Specific grade/s)
_____Reading below grade level
_____Arithmetic below grade level

Comments____

7. Social

_____Poor attendance (62)
_____Poor appearance (hygiene) (63)
_____Does not get along with peers (Persistent) (64)
_____Seeks constant affection and approval (65)
_____Little concern for other's property (66)

Comments____

8. Emotional

_____Overly aggressive (67)
_____Withdrawn (68)
_____Cries easily (69)
_____Hyperactive (70)
_____Angers quickly (71)

Comments____

9. Other (72)

Comments____

APPENDIX A (2)

POWHATAN COUNTY CHILD STUDY CENTER
POWHATAN, VIRGINIA
PHONE 598-3765
FAMILY HISTORY

Date ____________

Child's name ____________ Address ____________

Child's Birthdate ____________ Place of birth ____________

Father's name ____________ Age ____ Address ____________ Phone ____________

Mother's name ____________ Age ____ Address ____________ Phone ____________

Father's occupation ____________ Address ____________ Phone ____________

Mother's occupation ____________ Address ____________ Phone ____________

Education: Father's: Elem.___ H.S. ___ Col. ___ Voc. ___

Mother's: Elem.___ H.S. ___ Col. ___ Voc. ___

Marital status: Single ___ Married___ Widowed ___ Divorced __ Religious Pref.___

Other schools attended by child ____________ Date ____________

____________ Date ____________

Are you satisfied with child's progress in school? Yes ________ No ________

If no, what do you think could be done to help child's progress? ____________

____

What does your child like best about school? ____________

What does your child like least about school? ____________

Other children in home:	Birthdate	Sex	School Grade

(Use back of form if needed)

Are there children in the home age 7 to 17 who are not in school? Yes____ No____

If yes, give names and ages ____________

____

Others living in home ____________ Relationship ____________

What are child's favorite activities? ____________

Child's doctor ______________________ Address ______________________

How old was child when he began to sit alone ____________ walk ____________

eat alone ____________ talk ____________

Does child have speech problem? ______________________

Please explain the nature of any serious illness, accident or hospitalization this child may have had and give date this happened ______________________

____

Has any one else in the home been seriously ill, injured or hospitalized? ________

Explain and give dates ______________________

____

Who are child's close friends? ______________________ Ages ____________

Since birth, has child ever lived away from home? Yes ________ No ________

If yes, explain why and with whom he lived and give dates ______________________

____

Why did child return home? ______________________

____

List and explain any problems this child may be having and give age at which problem started ______________________

____

Have you had any help with these problems? ______________________

From whom ? ______________________

Dates ______________________

Results ______________________

____

Is there any other information which you think might be of help to the school? ________

____

Who filled out this form? ______________________ Relationship to child ____________

SCHOOL MEDICAL RECORD

Name________________________ Birth Date______________ Sex________

Address____________________ Home Phone__________ School__________ Grade______

Parents or Guardian_________________ Physician__________ Dentist__________

IMMUNIZATIONS:	YEAR INITIAL	YEAR BOOSTER(S) OR REVACCINATED
Smallpox		
Polio I, II, III		
Measles		
D.P.T.		

TUBERCULIN TEST   Year Given________ Results__________________

COMMUNICABLE DISEASES - Measles, mumps, chickenpox, whooping cough
Other______________________________________

PAST ILLNESSES (Including surgical operations)

PRESENT PHYSICAL HANDICAPS

*NURSES INSPECTIONS

	Date	Results	Comments
Height			
Weight			
Wt. Deviation			
Teeth			
Throat			
Posture			
Gen. Appearance			
Hearing			
Right			
Left			
Vision (Visual Acuity)			
Right			
Left			
Hyperopia			
Muscle			
Color Blindness			

REMARKS: (Continue on back if necessary)

*Code: Normal = + Suspicious = ? Needs medical or dental care = -
Circle after defect is corrected

APPENDIX A (4)

DIAGNOSTIC AND SCHOOL PROGRESS SUMMARY

CODE NO.______________

NAME____ GRADE____________

ACADEMIC RECORD:

Number years recorded____________ Last grade completed__________

Attendance: Number days absent 1968-69__________ 1969-70_________

Grades: Poor______ Average______ Good_______

Progress: Number times promoted________ Placed________ Retained_______

Social development: Satisfactory_________ Unsatisfactory_________

MEDICAL EXAMINATION:

Blood Pressure____________

Skin_________

Head_________

Ears_________

Eyes: Strabismus__________
Funduscopic_________

Nose: Obstruction_________
Allergy_____________

Mouth ________

Neck: Nodes _______
Thyroid________

Lungs_________

Heart_________

Abdomen___________

Hernia: Inguinal________
Umbilical_________

Neurologic: Plantar Response________
Ankle Clonus_________
Soft Signs
(Clumsiness,etc.)___________

Orthopedic_________________

Posture and Gait___________

Speech_______________

Height_______________

Weight_______________

HCT_________________

Urine: Protein
Negative_______
Trace__________
Mg____________
Ph_____________
Blood___________

Conclusion ____

____

Disposition ____

SPEECH:

Articulation:

Mild__________
Moderate_________
Severe_________

Stuttering__________
Poor diction_________
Language___________
Voice___________

Peabody Percentile_________

HEARING:

Problem:____

____

Disposition____

____

VISION:

Visual Acuity Right___________ Left____________

Problem:____

____

Disposition:____

____

PSYCHIATRIC:

Severe_________ Moderate__________ Minimal_________

Family problem___________
Peer problem___________
Aggressive_______________
Hostile_________________
Psychomatic______________
Anxiety_________________
Withdrawn _______________

Recommendations:

Neurological____________ EEG___________
Individual instruction_______________
Projective psychological test____________
Referral for psychiatric workup_____________
Vocational training_____________
Remedial program______________
Family counseling_____________

PSYCHOLOGICAL:

WISC______ WAIS______ STANFORD BINET______ OTHER______

WISC or WAIS

Verbal Tests	Scaled Score
Information	______
Comprehension	______
Arithmetic	______
Similarities	______
Vocabulary	______
(Digit Span)	______

VERBAL IQ ______

Performance Tests	Scaled Score
Picture Completion	______
Picture Arrangement	______
Block Design	______
Object Assembly	______
Coding	______
(Mazes)	______

PERFORMANCE IQ________

FULL SCALE IQ ________

Significant behavior during test:____

____

STANFORD-BINET

	Years	Months
III-6	______	______
IV	______	______
V	______	______
VI	______	______
VII	______	______
VIII	______	______
IX	______	______
X	______	______

CA ____Yrs ____Mos

MA ____Yrs ____Mos

IQ ____________

POWHATAN SPECIAL EDUCATION PROJECT
VIRGINIA COMMONWEALTH UNIVERSITY
STUDENT PARTICIPATION - AGGREGATE DAYS

DATE	NUMBER OF STUDENTS	DEPARTMENT(S)	AGGREGATE DAYS
October 1	5	Social Work	5
October 2	5	Social Work	10
October 6	4	Social Work	14
October 7	2	Counselor Education	16
October 8	5	Social Work	21
October 9	7	Social Work (5) and Rehabilitation Counseling (2)	28
October 14	2	Counselor Education	30
October 15	5	Social Work	35
October 16	7	Social Work (5) and Rehabilitation Counseling (2)	42
October 22	5	Social Work	47
October 23	6	Social Work (4) and Rehabilitation Counseling (2)	53
October 29	5	Social Work	58
October 30	7	Social Work (5) and Rehabilitation Counseling (2)	65
November 2	1	Rehabilitation Counseling	66
November 4	1	Special Education	67
November 5	5	Social Work	72
November 6	8	Social Work (5), Rehabilitation Counseling (1), and Special Education (2)	80
November 9	1	Rehabilitation Counseling	81
November 10	2	Counselor Education	83
November 11	1	Special Education	84
November 12	5	Social Work	89
November 13	7	Social Work (5), Rehabilitation Counseling (1), and Special Education (1)	96
November 16	1	Rehabilitation Counseling	97
November 18	1	Special Education	98
November 19	5	Social Work	103
November 20	7	Social Work (5), Rehabilitation Counseling (1), and Special Education (1)	110
November 23	1	Rehabilitation Counseling	111
November 30	1	Rehabilitation Counseling	112

DATE	NUMBER OF STUDENTS	DEPARTMENT(S)	AGGREGATE DAYS
December 1	4	Rehabilitation Counseling (1), Special Education (1), and Counselor Education (2)	116
December 2	1	Social Work	117
December 3	4	Social Work	121
December 4	6	Social Work (5), and Rehabilitation Counseling (1)	127
December 6	1	Rehabilitation Counseling	128
December 8	2	Rehabilitation Counseling (1), and Special Education (1)	130
December 10	4	Social Work	134
December 11	6	Social Work (5), and Rehabilitation Counseling (1)	140
December 13	1	Rehabilitation Counseling	141
December 15	1	Rehabilitation Counseling	142
December 17	5	Social Work	147
December 18	6	Social Work (5), and Rehabilitation Counseling (1)	153
January 6	2	Counselor Education	155
January 7	5	Social Work	160
January 8	5	Social Work	165
January 12	2	Counselor Education	167
January 14	5	Social Work	172
January 15	5	Social Work	177
January 18	2	Special Education	179
January 19	2	Special Education	181
January 20	2	Special Education	183
January 21	6	Social Work (4), and Special Education (2)	189
January 22	5	Social Work (4), and Special Education (1)	194
January 26	2	Social Work	196
January 27	4	Social Work	200
January 28	4	Social Work	204
January 29	1	Social Work	205

DATE	NUMBER OF STUDENTS	DEPARTMENT(S)	AGGREGATE DAYS
February 3	5	Social Work	210
February 4	4	Social Work	214
February 5	4	Social Work	218
February 9	1	Physical Education	219
February 10	6	Social Work (5) and Special Education (1)	225
February 11	9	Social Work (5) and Special Education (3) and Physical Education (1)	234
February 12	8	Social Work (5) and Special Education (1), and Physical Education (1), and Counselor Education (1)	242
February 16	1	Physical Education	243
February 17	2	Social Work (1), and Sec. Education (1)	245
February 18	4	Social Work (2), and Special Education (1), and Physical Education (1)	249
February 19	2	Special Education (1), and Physical Education (1)	251
February 23	1	Physical Education	252
February 24	6	Social Work (3), and Special Education (2), and Sec. Education (1)	258
February 25	5	Social Work	263
February 26	7	Social Work (5), and Special Education (2)	270
March 1	8	Social Work (4), Special Education (1), and Counselor Education (3)	278
March 2	7	Social Work (5), Special Education (1), Physical Education (1)	285
March 3	8	Social Work (5), Special Education (1), Sec. Education (1), and Counselor Education (1)	293
March 4	6	Social Work (4) and Special Education (2)	299
March 5	7	Social Work (4), Special Education (2) and Physical Education (1)	306
March 8	7	Social Work (5) and Counselor Education (2)	313
March 9	3	Social Work (2) and Special Education (1)	316
March 10	8	Social Work(5),Special Education (1), Sec. Education (1), and Counselor Education (1)	324
March 11	3	Social Work (1), and Special Education (2)	327
March 12	6	Social Work (5) and Special Education (1)	333
March 15	5	Social Work	338
March 17	5	Social Work (3), Counselor Education (1), and Special Education (1)	343

DATE	NUMBER OF STUDENTS	DEPARTMENT(S)	AGGREGATE DAYS
March 18	5	Social Work (4) and Special Education (1)	348
March 19	3	Social Work	351
March 22	1	Physical Education	352
March 23	2	Social Work (1), and Physical Education (1)	354
March 24	6	Social Work (3), Counselor Education (1), Physical Education (1), Special Education (1)	360
March 25	6	Social Work (4), Physical Education (1), and Special Education (1)	366
March 26	1	Social Work	367
March 31	2	Social Work	369
April 1	1	Special Education	370
April 2	1	Social Work	371
April 5	1	Sec. Education	372
April 6	2	Sec. Education (1) and Special Education (1)	374
April 7	5	Social Work (4) and Sec. Education (1)	379
April 8	6	Social Work (4), Sec. Education (1), and Special Education (1)	385
April 9	1	Social Work	386
April 13	3	Sec. Education (1) and Special Education (2)	389
April 14	6	Social Work (5) and Sec. Education (1)	395
April 15	6	Social Work (5) and Sec. Education (1)	401
April 16	7	Social Work (5), Sec. Education (1), and Special Education (1)	408
April 19	4	Social Work (3) and Sec. Education (1)	412
April 20	1	Sec. Education	413
April 21	6	Social Work (5) and Sec. Education (1)	419
April 22	6	Social Work (5) and Sec. Education (1)	425
April 23	4	Social Work (3) and Sec. Education (1)	429
April 26	4	Social Work (3) and Sec. Education (1)	433
April 27	2	Sec. Education (1) and Special Education (1)	435
April 28	6	Social Work (5) and Sec. Education (1)	441
April 29	7	Social Work (5), Sec. Education (1), and Special Education (1)	448
April 30	5	Social Work (4) and Sec. Education (1)	453
May 3	1	Sec. Education	454
May 4	1	Sec. Education	455
May 5	5	Social Work (3), Sec. Education (1), and Special Education (1)	460
May 6	5	Social Work (3), Sec. Education (1), and Special Education (1)	465
May 7	4	Social Work (3) and Sec. Education (1)	469
May 10	1	Sec. Education	470
May 11	2	Sec. Education (1) and Special Education (1)	472
May 12	4	Social Work (3) and Sec. Education (1)	476
May 13	4	Social Work (3) and Sec. Education (1)	480
May 14	2	Social Work	482
May 17	1	Sec. Education	483
May 18	1	Sec. Education	484

DATE	NUMBER OF STUDENTS	DEPARTMENT(S)	AGGREGATE DAYS
May 19	6	Social Work (3), Counselor Education (2), and Sec. Education (1)	490
May 20	4	Social Work (3) and Sec. Education (1)	494
May 21	2	Social Work (1) and Sec. Education (1)	496
May 24	1	Sec. Education	497
May 25	1	Sec. Education	498
May 26	4	Social Work (3) and Sec. Education (1)	502
May 27	4	Social Work (3) and Sec. Education (1)	506
May 28	3	Social Work (2) and Sec. Education (1)	509
June 2	1	Social Work	510
June 3	1	Social Work	511
June 4	1	Social Work	512
June 7	1	Social Work	513

Social Work	-	355
Special Education	-	56
Physical Education	-	13
Secondary Education	-	41
Counselor Education	-	24
Rehabilitation Counseling	-	24
		513

PUPIL REFERENCE CARDS - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (0)
		Name:
7-21	15	Last
22-31	10	First
32	1	Middle Initial
33-38	6	Date of Birth (MMDDYY)
39	1	Sex (0-Male, 1-Female)
40-41	2	Grade (01-12)
42-43	2	Years in school
44-45	2	Father's occupation
46-47	2	Mother's occupation
48-49	2	Boys in family
50-51	2	Girls in family
52-53	2	Boys living at home
54-55	2	Girls living at home
56	1	Visual (0-1)
57	1	Auditory (0-1)
58	1	Speech (0-1)
59	1	Orthopedic (0-1)
60	1	Physical development (0-1)
61	1	Achievement (0-1)
		Social:
62	1	Poor attendance (0-1)
63	1	Poor appearance (0-1)
64	1	Does not get along with peers (0
65	1	Seeks affection and approval (0-
66	1	Little concern for other's property (0-1)

PUPIL REFERENCE CARDS - POWHATAN PROJECT (continued)

Card Columns	Field Length	Field Description
		Emotional:
67	1	Overly aggressive (0-1)
68	1	Withdrawn (0-1)
69	1	Cries easily (0-1)
70	1	Hyperactive (0-1)
71	1	Angers quickly (0-1)
72	1	Comments (0-No, 1-Yes)

(0-No problem, 1-Problem)

INTELLIGENCE CARDS (GRADES 1-3) - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (1)
7-9	3	Raw Score (000-100)
10-12	3	I.Q. (020-175)
13-15	3	Percentile Rank (000-100)
		Age Equivalent:
16-17	2	Years (01-25)
18-19	2	Months (00-11)
20-22	3	Grade Equivalent (00.0-12.0

INTELLIGENCE CARDS (GRADES 4-12) - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (2)
		Verbal:
7-9	3	Raw Score (000-100)
10-12	3	I.Q. (020-175)
13-15	3	Grade Percentile (000-100)
		Age Equivalent:
16-17	2	Years (01-25)
18-19	2	Months (00-11)
20-22	3	Grade Equivalent (00.0-17.0)
		Non-Verbal:
23-25	3	Raw Score (000-100)
26-28	3	I.Q. (020-175)
29-31	3	Grade Percentile (000-100)
		Age Equivalent:
32-33	2	Years (01-25)
34-35	2	Months (00-11)
36-38	3	Grade Equivalent (00.0-17.0)
39-41	3	Total I.Q. (020-175)

MEDICAL REPORT CARDS - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (5)
7	1	Smallpox (0-Yes, 1-No)
8	1	Physical Handicaps (0,1)
9-10	2	Height (Inches)
11-13	3	Weight (Pounds)
14	1	Weight Deviation (0,1)
15	1	Teeth (0,1)
16	1	Throat (0,1)
17	1	Posture (0,1)
18	1	General Appearance (0,1)
		Hearing:
		Right:
19	1	25/500 (0,1)
20	1	25/1000 (0,1)
21	1	25/2000 (0,1)
22	1	25/4000 (0,1)
23	1	25/8000 (0,1)
		Left:
24	1	25/500 (0,1)
25	1	25/1000 (0,1)
26	1	25/2000 (0,1)
27	1	25/4000 (0,1)
28	1	25/8000 (0,1)
		Vision:
29-31	3	Right: (20,30,40,50,60,70,80,90,100)
32-34	3	Left: (20,30,40,50,60,70,80,90,100)
		Hyperopia:
35	1	Right: (0,1)
36	1	Left: (0,1)
		Myopia:
37	1	Far: (0,1)
38	1	Near: (0,1)
39	1	Color Blindness (0,1)
40	1	Comments (0-No, 1-Yes)

(0-No Problem, 1-Problem)

READING CARDS - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (4)
7-9	3	Reading Vocabulary Grade Placement (00.0 - 17.0)
10-12	3	Reading Comprehension Grade Placement (00.0 - 17.0)
13-15	3	Total Reading Grade Placement (00.0 - 17.0)
16-18	3	Actual Reading Grade Placement (00.0 - 17.0)
19-21	3	Total Reading Percentile Score (000-100)

ARITHMETIC CARDS - POWHATAN PROJECT

Card Columns	Field Length	Field Description
1-5	5	Number
6	1	Card Code (3)
7-9	3	Arithmetic Reasoning Grade Placement (00.0 - 17.0)
10-12	3	Arithmetic Fundamentals Grade Placement (00.0 - 17.0)
13-15	3	Total Arithmetic Grade Placement (00.0 - 17.0)
16-18	3	Actual Grade Placement (00.0 - 17.0)
19-21	3	Total Arithmetic Percentile Score (000-100)

VIRGINIA COMMONWEALTH UNIVERSITY
POWHATAN COUNTY SPECIAL EDUCATION PROJECT
Powhatan, Virginia

Date________________________

Dear

To aid us in planning for____, we need to obtain some additional information through testing and evaluation. The services are available through the School Board and will be at no cost to you. May we have your permission to evaluate your child in the area indicated?

A.____________________Psychological Test

B.____________________Physical Examination

I shall appreciate your cooperation.

Sincerely yours,

Nancy H. Fallen, Coordinator
VCU-Powhatan Special Education
Project

Permission given for special evaluation.

____
Parent or Guardian.

VIRGINIA COMMONWEALTH UNIVERSITY
POWHATAN COUNTY SPECIAL STUDY PROJECT

Referral Form for Teachers

Please refer school-aged children who are not in school who need special services such as: homebound instruction, medical attention, job training, etc.

NAME________________________________ Date____________

Last school attended____________________ Approximate Age________

Address____

Reason for referral_______________________________________

____

____

Comments____

____

____

Referred by________________________
(Signature)

Please return to the Principal of your school.

In-Service Information Questionnaire

The following questions have been designed to provide information about the knowledge and opinions of teachers in Powhatan County concerning children with various problems that may interfere with efficient learning. Your answers will be used to help plan the in-service program scheduled for this year. It is not expected that you will have answers to all questions so please do not become concerned if you have an apparent lack of knowledge in this area. It is assumed that most teachers will not do well on this instrument; otherwise, the in-service program would not be necessary. The questions you do complete successfully will help us to avoid duplication and provide a common ground for discussion. Please reply only to those statements about which you feel confident. Do not guess.

PLEASE DO NOT IDENTIFY YOURSELF IN ANY WAY ON ANY PART OF THIS QUESTIONNAIRE. Kindly place a check beside the item which you feel is the best answer to each of the following.

1. Special education is a term which generally is used to designate:

    A. Classes for the intellectually gifted
    B. Classes for the intellectually retarded
    C. Programs for the culturally deprived
    D. Programs for the deaf and blind
    E. Programs for handicapped and gifted children and professional preparation of personnel for such programs

2. Emotionally disturbed children are best provided for in the public schools if the teacher employs a method of:

    A. Strict discipline
    B. Loose structure
    C. Systematic rewards
    D. Self Government
    E. Individual planning

3. One characteristic of the mentally retarded that generally has been proven to be true is that:

    A. They have the same range of emotions as intellectually normal people
    B. Male retardates are very strong
    C. They are very good at art and craft activities
    D. They commit more crimes than the normal population
    E. They have an unusually high rate of emotional disturbance

4. To be considered legally blind a child must have:

   A. A corrected visual acuity of 20/200 or less in the best eye
   B. A severe myopia
   C. An eye condition that causes progressive loss of sight
   D. A corrected visual acuity of less than 20/70 in the best eye
   E. Absolutely no sight

5. The use of the term deafness indicates that:

   A. The child hears absolutely no sound
   B. The child cannot hear or speak
   C. The child has a severe but not necessarily total loss of frequency response
   D. The child is physically handicapped
   E. The child is exceptional

6. Which, if any, of the following types of children may be thought exceptional for school purposes:

   A. The cardiac child
   B. The epileptic child
   C. The diabetic child
   D. The cerebral palsied child
   E. All may be exceptional

7. The approximate percentage of the educable mentally retarded who are considered capable of a satisfactory adjustment to unskilled or semi-skilled occupations is commonly given as:

   A. 50%
   B. 65%
   C. 80%
   D. 95%
   E. A generalization of this type is not appropriate

8. The child designated as brain injured or neurologically impaired should be diagnosed by:

   A. The spiked pattern of his brain waves on an EEG
   B. The use of an individual intelligence test
   C. The administration of the Frostig test
   D A remedial test
   E. No single test

9. Emotional disturbance usually is caused by:

   A. Heredity
   B. A combination of factors
   C. Poor living conditions
   D. Brain injury
   E. Mental retardation

10. The recommended procedure for communication with a blind child is to:

   A. Speak loudly
   B. Speak softly
   C. Speak normally
   D. Use Braille
   E. Use a tape recorder

11. The trainable mentally retarded are:

   A. The group most frequently placed in institutions at an early age (before 5 years)
   B. The group that is considered more vocationally oriented than the educable mentally retarded
   C. The group that is under 25 I.Q.
   D. The group that often can be productive in a sheltered workshop setting if appropriate education has been provided
   E. The group that is between 50 and 75 I.Q.

12. A synonym for mental retardation is:

   A. Mental disturbance
   B. Mental dyslexia
   C. Mental upset
   D. Emotional disturbance
   E. None of the above

13. Special education programs usually are conducted in:

   A. Special classes
   B. Regular classes
   C. Hospital schools
   D. At home
   E. All of the above

14. The most appropriate measure of the brain injured child's ability to profit from academic instruction is his:

    A. I.Q.
    B. M.A.
    C. C.A.
    D. S.Q.
    E. Each of these is important

15. The orthopedically handicapped child frequently requires one of the following services if he is to function well in the regular school setting:

    A. Speech therapy
    B. Removal of architectural barriers
    C. Prosthesis adjustment
    D. Remedial Reading
    E. None of the above

16. If given an adequate school program, the educable mentally retarded child should be able to read at a maximum level of grade:

    A. Three
    B. Nine
    C. Four
    D. Six
    E. Generalizations of this type are not appropriate with the mentally retarded

17. The cerebral palsied child's difficulties are related directly to:

    A. Brain damage
    B. Mental retardation
    C. Emotional disturbance
    D. Post-polio damage
    E. None of the above

18. Blind children are best educated:

    A. According to a study of their individual problems
    B. In the regular classroom
    C. In a separate classroom
    D. In a special day school
    E. In a residential school

19. The emotionally disturbed child may also usually be said to be:

A. Mentally retarded
B. Mentally deficient
C. Mentally dyslexic
D. Mentally subnormal
E. None of the above

20. Exceptional children are those children who require:

A. A school program that is different from that given so-called "normal" children
B. A school program that stimulates intellectual growth through enrichment
C. A school program that provides for intellectual growth through slowly measured progress
D. A school program that uses special teaching machines and devices
E. A school program that is supplemented with considerable occupational and/or physical therapy

21. The determination of mental retardation should be based on:

A. A description of the child's behavior
B. A study of the child's family history
C. The recommendation of a psychiatrist
D. The child's achievement in school
E. A combination of A and D

22. Some hearing problems may often be detected in the young child by the regular classroom teacher through:

A. Use of a pure tone audiometer
B. Observation of head movement
C. Use of the Snellen Test
D. Observation of eye movements
E. Use of the Hiskey scale

23. The mentally retarded child is best educated:

A. According to a study of his individual need
B. In a regular classroom
C. In a separate classroom
D. In a special day school
E. In an institution

24. An educationally exceptional child is one who is:

   A. Physically deviant
   B. Mentally deviant
   C. Emotionally deviant
   D. Under certain circumstances any of the three above
   E. Under certain circumstances none of the three above

25. The placement of an exceptional child should be based on:

   A. Total team evaluation including psychological testing, social background, medical diagnosis, and school history
   B. The immediate need for removing the child from the regular classroom
   C. The results of a physical examination, and/or intelligence test scores
   D. The recommendations of a physician or a psychologist

V.C.U.-Powhatan Project
Orientation Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
September, 1972		V.C.U. Opens Meeting of Students at the Project Office 6	Workshop on use of Video Tape Equipment Mr. Thomas Lolley, Assistant Professor, V.C.U. 7	
Conference with Powhatan School Administrative Staff Survey of the County 11	Meeting at Project Office Visit to School Principals 12	Meeting with Special Education Department Personnel (on-campus faculty) 13	Visitation in schools (to become acquainted with secretaries, aides, teachers and cafeteria personnel) 14	Slides-history o Project Data Printouts Resources of the ject Office
Field Trips Cooperative Training Center Diagnostic Reading Center 18	Field Trips Petersburg Training School 19	Field Trips Cerebral Palsy Center Crippled Children's Hospital Moss Side Pre-School 20	Visitation: Community Resources Health Department Social Service Voc. Rehabilitation 21	Community Resour U. S. Post Offic County Executive Secretary
Visitation: State Dept. of Education Mr. Micklem, Mrs. Anderson Mr. Largent, Mrs. Elliotte, Dr. Sherman, Miss Sullivan 25	26	TESTING IN THE MIDDLE SCHOOL (Establishing Baseline Data) 27	28	Work Day Recording Tests Results
October 2	TESTING IN HIGH SCHOOL Also testing previous week's absentees 3	4	Field Trip Lynchburg Training School 5	Field Trip Woodrow Wilson Rehabilitation Center 6

# WEEKLY SCHEDULE
for

Dates:

MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	

VIRGINIA COMMONWEALTH UNIVERSITY

Department of Special Education

FOLLOW-UP TEACHER EVALUATION FORM

Teacher ________________________ Date ______________

School ________________________ Rate ______________

I. Teaching Techniques and Skills.

A. Planning

1. Shows evidence of pre-planning. 1 2 3 4 5

2. Plans for a number of individual children based on each child's level of functioning ability. 1 2 3 4 5

3. Plans group activities appropriately to fit patterns, interests and academic level. 1 2 3 4 5

4. Recognizes and formulates long-term goals in determining priorities for educational program. 1 2 3 4 5

B. Implementation

1. Organizes classroom environment to meet needs of individuals, group, and lesson. 1 2 3 4 5

2. Adapts conventional teaching techniques to individual and group instruction. 1 2 3 4 5

3. Varies approaches and techniques according to the problems and needs of individual children. 1 2 3 4 5

4. Handles group lessons effectively so that children are involved and learning. 1 2 3 4 5

5. Evaluates academic and behavioral progress. 1 2 3 4 5

6. Demonstrates imagination and creativity. 1 2 3 4 5

II. Behavior Management.

A. Individual

1. Maintains a supportive teacher-pupil relationship, so as to foster social reinforcement, increased communication and modeling behavior. 1 2 3 4 5

2. Establishes and maintains appropriate and consistent limits. 1 2 3 4 5

3. Trouble shoots for behavior and academic difficulties and adjusts plans when appropriate so that the child need not react. 1 2 3 4 5

B. Group

1. Applies knowledge of group dynamics for planning groupings, discussions, projects. 1 2 3 4 5

2. Assists each child in developing appropriate patterns of group behavior and deals effectively with attitudes displayed by group. 1 2 3 4 5

3. Maintains composure in disturbing incidents in classroom. 1 2 3 4 5

4. Treats all children impartially and fairly. 1 2 3 4 5

III. Personal Qualities.

A. Appearance

1. Dresses appropriately. 1 2 3 4 5

2. Stamina adequate. 1 2 3 4 5

3. Shows physical vitality and enthusiasm. 1 2 3 4 5

B. Attitude

1. Appears to be emotionally mature and stable. 1 2 3 4 5

2. Seeks, accepts, and profits from constructive suggestions. 1 2 3 4 5

3. Displays a genuine interest in children. 1 2 3 4 5

C. Desirable Characteristics.

1. Voice effective, well modulated. 1 2 3 4 5

2. Sense of humor. 1 2 3 4 5

3. Positive rapport with school personnel. 1 2 3 4 5

4. Aware and willing to adapt activities to meet unexpected changes. 1 2 3 4 5

5. Sensitivity to unexpressed needs of children 1 2 3 4 5

IV. Professional Qualities.

A. Responsible with duties, assignments, attendance 1 2 3 4 5

B. Indicates a desire to improve previously acquired skills 1 2 3 4 5

C. Demonstrates ethical and professional attitude. 1 2 3 4 5

Code for Rating:

1 - Extremely Poor
2 - Poor
3 - Adequate
4 - Good
5 - Superior

Burning Comments:

EVALUATION OF CLINICAL INSTRUCTORS IN THE RESOURCE ROOM

Rate your instructor on each of the items below by drawing a circle around the number that best indicates your reaction to his teaching:

1 - superior 2 - very good 3 - good 4 - fair 5 - poor

1. How does the clinical instructor regard interns' viewpoints differing from his own? 1 2 3 4 5
2. Was respect shown for the questions and/or opinions of students? 1 2 3 4 5
3. Were instructors receptive to questions and/or complaints? 1 2 3 4 5
4. Exercises self control and poise; exhibits evidence of good judgment. 1 2 3 4 5
5. Is enthusiastically interested in the learning process. 1 2 3 4 5
6. Is not overly aggressive, domineering or authoritarian. 1 2 3 4 5
7. Meets unexpected changes in the program with flexibility. 1 2 3 4 5
8. Refrains from verbalizing for intern; provides opportunity for oral expression. 1 2 3 4 5
9. Tries to motivate and sustain student interest. 1 2 3 4 5
10. Avoids long involved explanation of what is expected. 1 2 3 4 5
11. Encourages self-evaluation on part of intern. 1 2 3 4 5
12. Was the clinical instructor concerned that the interns understood him? 1 2 3 4 5
13. Rapport with interns. 1 2 3 4 5
14. Evidence of imagination and creativity. 1 2 3 4 5
15. Maintains a supportive teacher-intern relationship so as to foster social reinforcement, increased communication, and modeling behavior. 1 2 3 4 5
16. Recognizes and formulates long-term goals in determining priorities for educational program. 1 2 3 4 5
17. Varies approaches and techniques according to problems and needs of the child. 1 2 3 4 5

PREPARATION AND PLANNING

18. Evidence of planning 1 2 3 4 5

19. Appropriate instructional objectives 1 2 3 4 5

20. Competency in subject matter area. 1 2 3 4 5

METHODS AND TECHNIQUES

22. Uses successful teaching methods 1 2 3 4 5

23. Uses a variety of activities in the instruction of each group. 1 2 3 4 5

24. Stimulates students to strive for further knowledge. 1 2 3 4 5

25. Makes skillful use of appropriate aids and instructional materials. 1 2 3 4 5

26. Interprets educational theory through practical applications 1 2 3 4 5

TEACHING PERSONALITY

27. Motivates students to put forth extra effort 1 2 3 4 5

28. Exercises self control and poise 1 2 3 4 5

29. Exhibits evidence of good judgment and tolerance 1 2 3 4 5

30. Exhibits positive attitude toward interns 1 2 3 4 5

31. Is accessible to interns for individual help 1 2 3 4 5

32. Treats all interns impartially and fairly 1 2 3 4 5

33. What advice would you give to a person taking this course?

34. Suggestions to instructor:

EVALUATION OF CLINICAL INSTRUCTORS
WITH OWN CLASS

Rate your instructor on each of the items below by drawing a circle around the number that best indicates your reaction to his teaching:

1 - superior 2 - very good 3 - good 4 - fair 5 - poor

I. Teaching Techniques and Skills

A. Planning

1. Plans for a number of individual children based on each child's level of functioning and ability 1 2 3 4 5

2. Plans group activities appropriately to fit patterns, interests, and academic level 1 2 3 4 5

3. Recognizes and formulates long-term goals in determining priorities for educational program 1 2 3 4 5

B. Implementation

4. Organizes classroom environment to meet needs of individuals, group, and lesson 1 2 3 4 5

5. Adapts conventional teaching techniques to individual and group instruction 1 2 3 4 5

6. Uses additional remedial techniques and materials for children with learning problems 1 2 3 4 5

7. Handles group lessons effectively so that children are involved and learning 1 2 3 4 5

8. Evaluates academic and behavioral progress 1 2 3 4 5

II. Behavior Management

9. Maintains a supportive teacher-pupil relationship so as to foster social reinforcement, increased communication, and modeling behavior 1 2 3 4 5

10. Encourages self-evaluation on part of the student; among pupils 1 2 3 4 5

11. Is not overly aggressive, domineering or authoritarian 1 2 3 4 5

12. Refrains from verbalizing for pupils; provides opportunity for oral expression 1 2 3 4 5

13. Tries to motivate and sustain pupil interest 1 2 3 4 5

14. Varies approaches and techniques according to problems and needs of the child 1 2 3 4 5

#2 -

15. Establishes and maintains appropriate and consistent limits 1 2 3 4 5

16. Trouble shoots for behavior and academic difficulties and adjusts plans when appropriate so that the child need not react 1 2 3 4 5

B. Group

17. Applies knowledge of group dynamics for planning groupings, discussion, projects 1 2 3 4 5

18. Assists each child in developing appropriate patterns of group behavior and deals effectively with attitudes displayed by group 1 2 3 4 5

19. Maintains composure in disturbing incidents (conflict situations) in classroom 1 2 3 4 5

III. Attitude

A. Personal and Professional

20. Appears to be emotionally mature and stable 1 2 3 4 5

21. Seeks, accepts, and profits from constructive suggestions 1 2 3 4 5

22. Displays a genuine interest in children 1 2 3 4 5

23. Indicates a desire to improve previously acquired skills 1 2 3 4 5

SEMINAR EVALUATION

1. How important is some background in the subject to understand the materials presented?
   1. Essential ____ 2. Helpful but not important ____ 3. No background necessary ____.
   Please specify any background courses you feel would be helpful in understanding the seminars:

2. How current are the seminar contents and topics?
   (1) Up-to-date, relevant research and commentary presented ____
   (2) So-so, some current research and comment ____
   (3) Needs to be brought up to date ____

3. Were the seminars well organized in their presentation?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

4. Did the seminars generate interest on the part of the student in the subject matter? (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

5. Was discussion encouraged?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

6. Were the instructors receptive to questions and/or complaints?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

7. Was the text and other required reading relevant to the course material?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

8. Was the reading repeated in the seminar?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

9. Are statements made during discussion pertinent to topic?
   (1) Frequently ____ (2) Sometimes ____ (3) Rarely

10. Are topics well-defined enough to be handled in a 2 hour period?
    (1) Frequently ____ (2) Sometimes ____ (3) Rarely ____

11. Do students participate enough in seminars?
    (1) Frequently ____ (2) Sometimes ____ (3) Rarely

12. Make suggestions for improving seminars:

GENERAL PROJECT EVALUATION

Answer Yes or No and explain briefly:

1. Was the orientation period appropriate in terms of length of time? ________

2. Were the orientation topics appropriate? ______________

3. Do students have enough time to communicate issues, problems, etc. among themselves? ________

4. What type of written papers were required in this class? Term papers ______ Book reports _____ Essays _____ Other _______

5. Were there grader's c omments on papers?
(1) frequently ______ (2) sometimes ______ (3) rarely ______

6. Do you think the project inspired self-direction? ________

7. Was the amount of reading: Heavy ______ Moderate ______ Light ______

8. Were the trips frequent enough and to appropriate places? ________

9. Do you feel you received enough experiences (exposure) in your major field? ____________

10. Do you feel that participation in this program should count towards certification in E.D., L.D., and M.R.? ____________

11. Should the program be more or less structured? ______________

12. Suggestions for improving the project:

13. What did this 6 weeks period do to your interest in this field?

14. What are the most outstanding good and bad characteristics of this project?

APPENDIX D

Sample Pages from Project Files

- Agenda
  - Faculty Meetings
  - Graduate Student Meetings
  - Video Tape Workshop Program
- Communications
- Organization Criteria

FACULTY MEETING

AGENDA

November 27, 1972

I. Evaluation Forms

  a) For various phases of programs
  b) Use of forms

II. Student Abstracts

III. Roles according to State Plan

IV. Seminars

  a) This week

  b) From now until Christmas

Sample page from Agenda file
V.C.U.-Powhatan Project

FACULTY MEETING AGENDA

January 22, 1973

1 - Seminar on Thursday
Other seminars

2 - Visitors to the project
Orientation Presentation

Criticisms: Pro and Con

3 - Peggy's work schedule

Student assignments to Speech Therapist

In-service training of Lower School Teachers

4 - Make plans now for May

Group Achievement Tests in Grade 1
California Achievement Test

Lorge-Thorndike IQ - Grade 1

Grade 3?

Peabody Picture Vocabulary Test
Wide Range Achievement Test

to every child that has received instruction in the project program

George's records complete?

AGENDA

POWHATAN STUDENTS MEETING

August 16, 1972

Introductions

Overview and History of Project

Field Base Program
    Questions and Answers

Individual Programs
    Questions and Answers

Specific Requirements
- Attendance
- Assignments for Conferences
- Skills Requirements
    - Term paper which uses a number of research studies to provide support for the thought content.
- Critique of a book
    - Oral   *Case study
    - Written
- Annotated bibliography
- Instructional Materials
    - Commercial
    - Teacher-Made
- Units of Instruction and/or prescriptions for instruction
- Oral Presentation

Questions and Answers

Sample page from Agenda file
V.C.U.-Powhatan Project

AGENDA

STUDENTS ORIENTATION

September 6, 1972

1. Project Office and Use of Space

2. Tentative Schedule for September

3. Seminar Plans

4. Student Folders

5. Subject Matter Folders

6. Course Requirements

Sample page from Agenda file
V.C.U.-Powhatan Project

INSTRUCTIONAL TELEVISION WORKSHOP

Powhatan Project
Special Education Department
School of Education
Virginia Commonwealth University

Usage of Instructional Television with the Classroom Teacher

A two-day workshop designed to provide the participants with an understanding of/and proficiency in the uses of closed circuit television as a means of improving the instruction of exceptional children.

Objectives: (The participants will:)

1. Learn the basic concepts of educational television-
2. Learn the basic components and uses of the Sony VTRAV 3600, Sony VTRAV 3400, and related equipment.
3. Learn how to operate the Sony VTRAV 3600, Sony VTRAV 3400, and related equipment.
4. Learn how others have successfully used the VIDEO equipment.
5. Use the Sony Video Equipment with selected groups of exceptional children.

Sections:

Thursday, September 7, 1972

9:00 A.M.	Greetings - Dr. Nancy Fallen Itinerary - Mr. Thomas Lolley
9:30 - 10:30 A.M.	Section I
	Uses of Instructional Television in and out of the classroom
10:30 - 10:45 A.M.	Break
10:45-12:00 Noon	Section II
	Demonstration of VIDEO equipment
12:00 - 1:00 P.M.	Lunch

1:00 - 2:30 P.M.	Section III - Small groups (3) Operation of Video Equipment (Change groups every 30 minutes)
2:30 - 3:00 P.M.	Assignment of Projects

Friday, September 8, 1972

9:00 - 10:00 A.M.	VIDEO Taping Projects
10:00 - 10:30 A.M.	Break
10:30-12:00 Noon	Presentations
12:00 - 1:00 P.M.	Lunch
1:00 - 2:00 P.M.	Discussion: Projects and Workshop
2:00 - 3:00 P.M.	Demonstration of Sony Color Video cassette by Mr. Ed. White, Audio Fidelity Corporation

VIRGINIA COMMONWEALTH UNIVERSITY

August 22, 1972

Mrs. Anne Bookbinder
2242 Park Avenue
Richmond, Virginia 23220

Dear Anne,

Enclosed are a copy of your master's degree program, a list of courses for the Fall Semester and Spring Semester to guide you when you register, a map to help you get to Powhatan, and a program of the first three days of your new ADVENTURE. If any of these bring burning questions to mind, call me and I shall be glad to answer them if I can. If not, I'll try to find someone who can.

Your program has been checked carefully several times. Since our group meeting, I have talked with the Dean of Graduate Studies, Dr. Howard L. Sparks, to be sure I haven't overlooked any detail that might cause you concern. In a few cases program sequence had to be altered to meet requirements of the Council on Higher Education. I shall be ready to discuss these with you.

Registration for you is Wednesday, August 30, 3:30-9:00 P.M., Mosque Ballroom. Someone from the Department of Education will be there so if you have any difficulty, ask for the representative of the department, identify yourself as one of the Powhatan project students and that is all you need.

I shall be looking for your arrival in Powhatan C. H. on Wednesday morning, 9:00 A.M. The first trip will seem longer than any other. I hope you will drive carefully, taking time to enjoy the clean country air and the beauty of the rolling countryside.

At this time there is no restaurant in the village or even close by. We will be able to eat at the schools for 40¢ or you may want to bring your lunch. The local grocer has yogurt, ham biscuits and lots of tempting items like potato chips, cheese crackers, cakes and individual pies. Cokes and other soft drinks will cost 15¢ or 20¢ depending on the place of purchase. We can make coffee, hot tea, cup of soup or cocoa at the project office - in which case you will need to furnish a mug with your mark to identify it.

For the first few days you will need only pencils and note paper. It will be wise, however, for you to check with the bookstore concerning the textbooks you want to buy before the GRAND rush or before the supply diminishes as it sometimes does. Some courses require no textbooks, so do not be alarmed if the bookstore has none listed for some classes. In those cases, there are reading lists which you will receive later on.

I am looking forward to working with you during the coming year. This feeling is shared with other members of the on-campus faculty and the clinical instructors who will guide your studies and show you how to apply them in a practical way during the coming year. Since I know both students and instructors, I have a feeling this will truly be a Mutual Admiration Society.

If I don't see you at registration, I will see you on Wednesday, September 6.

Sincerely,

Nancy H. Fallen
Coordinator, V.C.U.-
Powhatan Project

Enclosures
NHF:kl

cc: Dr. Rizpah L. Welch and Staff
Clinical Instructors in Powhatan

Sample page from Communications file
V.C.U.-Powhatan Project

DIRECTOIRE

(From the desk of Nancy Fallen)

The flood taught all of us a few things like: 1) listen to your radio in the morning; and 2) the best of plans must be subject to momentary change. In response to this unforeseen disruption of plans, I am posting your phone numbers at home, and if you don't have mine, it is 275-7636.

The weekly schedule for October 9-13 will be changed to provide a time for the things missed Friday, October 6. We will work last on Wednesday to incorporate Driday's work in with that planned for Wednesday.

The clinical instructors will meet on Monday afternoon as planned, although Marian will have to attend a faculty meeting at the high school. Use of the seminar time on Thursday will be part of the agenda.

Dr. Richard Vacca will be the speaker at our seminar Thursday, October 18. We have talked about his coming to deal with the subject of school law, but it was not put on your calendar.

The article in LIFE is one I think you'll find interesting. I have put it on the table in the conference room. If you'll sign the slip when you've read it, I will know that it is time to take the magazine home. Excerpts from the RAACLD Newsletter (Richmond Area Association for Children with Learning Disabilities) will be on the bulletin board.

I hope that you have had a nice weekend and that your graduation into the school will be a happy one.

Sample page from Communications file

V.C.U.-Powhatan Project

Send to: On-Campus Faculty

SMOKE SIGNALS

(from Powhatan)

The program in Powhatan is rolling right along. The graduate students are working with children in the classrooms under the watchful direction provided by each clinical instructor, and it is the consensus of opinions that all is well.

The first weeks of school were busily taken up with testing and establishing base-line data on each student in the special education classes and those referred to the resource teachers. During this period also, the VCU students have learned to administer and/or interpret many of the tests used in diagnosing learning problems, viewing special education facilities in other parts of the State, and acquainting themselves with the facilities of the project.

Although there have been some visitors to the project, these have been kept to a minimum to allow the teachers, pupils and students to adjust to the reopening of school and to pursue their activities with as few interruptions as possible. At this point and time, however, requests for visitation time are beginning to pour in, and they are welcome. We are ready for small groups of visitors who are interested in observing the different facets of the project, but it is felt that for the good of all concerned the following procedural guidelines must be observed:

1. All visitors must make appointments for visitation. These may be arranged with Kathy Ludwig in the Department of Special Education office. (Phone 770-7333)
2. All visitors should stop by the project office and receive directions from Mrs. Caldwell or Dr. Fallen. Upon entering any school the visitor must stop by the school office and identify himself as a visitor to the VCU-Powhatan Project.
3. Not more than two people should enter one of the classrooms at a time. If there are many visitors at one time, groups of two will be dispatched to different classrooms.
4. Visitation is at its best during the morning hours. Visitation on Wednesdays will be limited to the special education classrooms (2). Resource teachers and graduate students assigned to them will use Wednesdays for testing, observing in classrooms, parent conferences, etc., which may make visitation inappropriate. Visitors are reminded that conversation in a classroom is distracting. It should be reserved until they have left the classroom.
5. Friday afternoon is a very poor time for visitation. Some has already taken place but from now on it will be discouraged.

6. Lunch periods are staggered and begin as early as 11:00 a.m. Also, there is no restaurant in Powhatan and if visitors desire to have lunch in the school they are visiting, it is necessary to indicate that fact when the appointment is made. Failure to do so may preclude the possibility of being fed during the visitation period.

The above guidelines have not been designed to discourage visitation but instead to protect the interests of the children receiving special instruction and the graduate students working with them. It is hoped that this bit of control will also be helpful to the visitor and make the trip a worthwhile experience.

If you have tests, mid-terms, quizzes and the like which you would not mind sharing, some of the Powhatan students have requested copies to check themselves on their selection of what's important and to give direction to further reading. I shall see that copies are made and properly distributed.

I shall appreciate your passing this information on to interested parties.

Sincerely,

Nancy H. Fallen
Coordinator

Sample page from Communications file
V.C.U.-Powhatan Project

TO: Clinical Instructors

FROM: Nancy H. Fallen

RE: Various and Sundries

Mary Ann Ankeney and Stuart Windborne will visit the project Friday of this week between 9:00 a.m. and 12 noon. The request just came in and so I could not tell you earlier.

On Friday, if "they" can secure Bernadette Delvin as a speaker, a special convocation will be held on campus. The time is still iffy, I guess to allow flexibility in the negotiations. At any rate, our students want to attend that program and I do feel that their request is justified. I think that not enough students are concerned with the extra curricula activities of the University; therefore, I can not help but be pleased that ours have expressed an interest - not only for this program but for others as well. I shall appreciate your discussing this with your charges and making provisions for their absences if the convocation does take place.

Mr. Krolik of the Placement Office has offered to come out and meet with our students Monday, October 30, to discuss their futures and to jelp them understand the services of the Placement Office. This is a nice gesture. It would have been much easier for him to have requested that the students come to him. As soon as I know the time of his conference, I shall pass the word to you.

Sample page from Communications file
V.C.U.-Powhatan Project

TO: Students in Powhatan

FROM: Nancy Fallen

RE: Seminar on Thursday

The seminar on Thursday will be held at the High School in the Special Education trailer. As you have noted, the title around which we will direct our discussion is Facilities and Services for Exceptional Children. Mrs. Gillenwater will be the moderator.

Any of the books suggested for Edu. 551 Survey of Special Education will serve well as resource material. Your experiences in the classroom and field trips are valuab;e, too.

To provide some way of organizing your thoughts, the clinical instructors have suggested that we direct our thinking concerning facilities and services as they apply to the following sub-topics:

The Sensory Impaired
The Emotionally Disturbed and Behavior Disordered
The Mentally Retarded and Slow Learner
The Orthopedically, Neurologically and Physically Impaired
Organizations concerned with the Welfare of Handicapped Children

- - - - - -

Watch the bulletin board for samples and information directly related to your program. Also, check your mail box often so that we can keep our lines of communication open. Remember, I have a mail box too.

Sample page from Communications file
V.C.U.-Powhatan Project

Present proposal was written to follow original plans of the Project.

It calls for:

1. Full-time internship

2. Course content interwoven with practica

   (Supplemented by:

   Individual conferences
   Clinical instructors
   Coordinator
   Seminars with consultants and lecturers
   Self-directed study of literature and instructional materials

3. Evaluation

   On-site visit by team
   A series of studies
   Evaluation forms (devised by students and full special education faculty)

STUDENT FOLDERS

- Graduate Program

- Course of Study in Powhatan

- Plan of Work
  - Orientation Calendar
  - Weekly assignments
  - Assignments to Clinical Instructors
  - Preliminary plans for specific work
    - Paper
    - Case Study
    - Book Reviews
      - oral
      - written
    - Annotated bibliography
    - Other

- Course Outlines

- Maps

- Lists of Resources and Locations

VISITS TO PRINCIPALS - September 11 - SCHEDULE:

1:00-1:20 - Group 1 to High School
1:25-1:45 - " 1 " Middle School
1:50-2:10 - " 1 " Lower School

1:00-1:20 - Group 2 to Lower School
1:25-1:45 - " 2 " High School
1:50-2:10 - " 2 " Middle School

1:50-2:10 - Group 3 to Middle School
1:25-1:45 - " 3 " Lower School
1:50-2:10 - " 3 " High School

THE HIGH SCHOOL
Mr. Allen Abel, Prin.
Mr. Dave Gammon, Asst. Prin.

THE MIDDLE SCHOOL
Mr. James Venable, Prin.

THE LOWER SCHOOL
Mr. Carroll Shotwell, Prin.

QUESTIONS FOR PRINCIPALS

1 - What is the rationale for suspension? A dress code that does not "tolerate" the wearing of hats? Hall passes if the school is supposedly "open"? (i.e. the High School)

2 - Do you feel that school rules should be constantly evaluated and re-evaluated in terms of their goals or purposes?

3 - Do or should students in your respective schools have a voice in the formulation of rules for their schools?

4 - What rules now in existence would be inapplicable to an "open school" situation?

5 - In reality, can school policy be changed by teachers?

6 - Do you feel more of your attention is directed in helping special education classes than any other class?..if so, do you feel this should be the case?

7 - At what point do you not stand behind your teacher, any teacher?

8 - Do you feel more discipline should be taken against special students?

9 - Is detention hall used as a means of punishment and, if so, what effect is it supposed to have on the child?

10 - How effective is the PTA in Powhatan?

11 - Is anything being done to promote more cooperation and understanding between parents, teachers and principals?

12 - Do you find the more authoritative the rule, the more resistant and hostile the ruled?

13 - Are rules generally made after or before incidents that need prevention?

14 - What actual incidents have been precipitated by individual styles of clothing?

15 - If a child hurts himself in a teacher's room after she has warned him to stop playing with something (the window or whatever), to what extent is the teacher liable?

16 - If a teacher brings in objects for art and they could be dangerous if not used properly, is she liable?

17 - Is there any insurance that covers teachers who have children hurt or maimed while in their presence?

18 - Is it true that even permission slips for field trips do not cover the teacher and she is liable if a child is hurt?

19 - When can a teacher defend herself against a child? After he strikes her first? If she hits him after he has hit her is her job on the line?

20 - If charges are pressed against a teacher because a child was hurt while in her presence, exactly what happens and how far can it go?

FIELD TRIPS FORECAST

From Nancy H. Fallen

January 17 - Center Effective Learning, Virginia Beach, Virginia

January 24 - Eastern State Hospital, Williamsburg, Virginia

February 14 - Tidewater Rehabilitation Institute, 855 W. Brambleton Ave.
Norfolk, Virginia

March 14 - Grafton School, Berryville, Virginia

March 21 - Edgemeade of Maryland, Upper Marlboro, Maryland

April 11 - DeJarnette Center for Human Development, Staunton, Virginia

Maps and specifics will be placed in your boxes near the "tripping" time.

APPENDIX E

PRODUCTS FOR DISSEMINATION

VIRGINIA COMMONWEALTH UNIVERSITY SERIES

EDITED BY HOWARD L. SPARKS, ED.D.

Barber, Alice. Social Work. Unique Field Work Opportunities in Powhatan.

Beale, Andrew V. Counselor Education: Developing Parent Awareness in Powhatan.

Fallen, Nancy H., Ball, Elizabeth H., and Jones, Patricia S. The Resource Teacher Program in Powhatan County.

Mercer, Cecil D. Assessing Children for Educational Programming - A Computer-Assisted Process.

Vogel, William A. Special Education Practica in Rural Schools.

Vogel, William A. & Mercer, Cecil D. Overview of Powhatan Community, Schools, and Project.

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Clark, Roselle D. A Handbook for Graduate Students, 1975.

Department of Special Education, Virginia Commonwealth University. Instructional Materials in Special Education. 1973 (Revised 1975)